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The purpose of this volume is to report on the assumptions, forms, sample information, coding procedures and the methods of analysis used in exploring the role of the public school teacher. A summary of terminological distinctions is presented as well as explanations of expectations and norms. Previous empirical research pertinent to this area is discussed and listed. Divisions of the project include: the pilot study, which consisted of short group interviews with undergraduate students, which were two-hour group interviews using personal data sheets and four substantive instruments administered to 223 persons; and the role study, two and one-half hour interviews using data sheets gathered from nearly one thousand respondents (teachers, parents, pupils, supervisors, board members, principals, superintendents, students of education, students majoring in other fields and students who had not yet chosen a college major). Instruments used in the Role study were designed principally to investigate the content areas and cognitions constituting the role of the public school teacher as perceived by these various respondents.

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Orientation, Methods and Materials

by

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Volume I - Studies in the Role of the Public School Teacher

Social Psychology Laboratory
The University of Missouri
Columbia
June, 1961

Conducted under Contracts with the Cooperative Research Program
Office of Education
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at
The University of Kansas City and the University of Missouri

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ORIENTATION, METHODS AND MATERIALS

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Volume 1 - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

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FOREWORD

In July 1958, a program of research on the role of the public school teacher was inaugurated at The University of Kansas City. This program has had three broad objectives:

1. To pursue role theory and aid in its development as a sophisticated system of analysis in social psychology.
2. To study extensively and empirically the role of the public school teacher.
3. To explore the relationships between teacher role and the problems of teacher recruitment.

These objectives have required a variety of activities. To date, staff members have engaged in: (a) The development of a consistent set of terms and distinctions applicable to role theory; (b) The systematic review of the published literature on role theory and on empirical studies of educational roles; (c) The development of a methodology applicable to the study of roles; and (d) The collection of interview data from respondents in the Kansas City metropolitan area in three field studies covering aspects of the role of the public school teacher.

In part, this research program has been supported by the Cooperative Research Program of the Office of Education, Department of Health, Education, and Welfare through two research contracts, one granted to the University of Kansas City and one granted to the University of Missouri to which the project moved in September 1960.

This volume is one of several which are submitted to the Cooperative Research Program as a Final Report. It is concerned with the assumptions and methods we have used in three separate field studies of teacher role in Kansas City. Described are a Pilot Study of own and attributed cognitions held by college students for the role of the teacher, a Background Study dealing with the physical and social locations in which teachers may be found, and a Role

Study of norms and expectations held and attributed for the public school teacher by a variety of community respondents. Samples, limitations, forms and codes are examined.

Other Final Report volumes are also available from this research program. These are organized into two series. The numerical series deals with findings from our empirical investigations of teacher role in Kansas City. The alphabetic series is concerned with role theory, methods, and bibliographic reviews A general outline of reports either already available or in preparation is provided in Figure i.1 on the following page.

The materials in this volume have little intrinsic significance (except perhaps to provide a catalogue of mistakes in studying teacher role!) The volume is a necessary companion, however, to the various empirical reports which follow it. In writing the other volumes of the numerical series (see Figure i.1) it has been assumed that the reader was familiar with this volume. It is recommended, therefore, that the serious reader familiarize himself with this volume before reading any of the others of the empirical series.

Bruce J. Biddle
Howard A. Rosencranz
Earl F. Rankin, Jr.
January 1961

GENERAL OUTLINE – STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

Series I – THEORETICAL, METHODOLOGICAL AND BIBLIOGRAPHIC STUDIES

- A – Role Theory and the Methods of Role Analysis
- B – Bibliographies on Role Terms, Role Conflict, and the Role of the Teacher*
- C – A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences*
- D – Bibliographies on Role Methodology and Propositions

Series II – EMPIRICAL REPORTS

- 1 – Orientation, Methods and Materials*
- 2 – General Characteristics of the School Teacher's Role
- 3 – Positional Differences in Teacher Role
- 4 – Role of the Teacher and Occupational Choice
- 5 – Own and Attributed Cognitions for the Teacher*
- 6 – Type of Community and Role of the Teacher

Figure i.1

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*Studies marked with an asterisk are presently available. Unmarked studies are in preparation. Additional empirical reports (not listed) will also be prepared during 1961.

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CHAPTER I

AN ORIENTATION TO THE EMPIRICAL STUDIES

Introduction

The purpose of this volume is to report the methods used in a study of the 'total role' of the public school teacher. Three empirical field studies were conducted in the greater Kansas City metropolitan area in which various aspects of teacher role were studied by means of group interview sessions with teachers, school officials, parents, pupils, school board members, and college students. An attempt has been made to cover teacher role both intensively and extensively, to deal with a variety of role cognitions, with role content, and with the relationships between role and behavioral context. Findings of the three empirical studies were reported in companion volumes. Included within this volume are distinctions, instruments, codes, and a description of the sample.

The Study of a Total Role

In setting out to study a role one is faced with the dilemma of extension. Like 'culture' and 'personality', 'role' has indefinitely many ramifications. Recognizing this, most previous empirical studies of role have dealt with role segments of one kind or another such as a limited set of 'role expectations' or 'norms'. Only a small handful of investigators have had the temerity to tackle a 'total role'. Wilson, Trist and Curl 24/ have examined the role of the returning prisoner of war; Karcher and others 18,23/ have investigated USAF first sergeants; Gross, et al 15 16/ have looked at the public school superintendent; while Hughes, Hughes and Deutscher 17/ have examined the role of the nurse.

Although no previous total role study for public school teachers has appeared in the literature, one early study should be mentioned as having real interest. More than a generation ago an investigation of teacher traits, behaviors and attitudes was made by Charters and Waples 14/ on a national basis.

With these exceptions, then, few examples of total role studies have appeared in the literature, nor have authors dealt systematically with the problems of investigation of a total role. Let us suggest a few sticky questions: Role expectations and norms have been studied extensively, but how do we establish which expectations are salient in the minds of respondents? And does saliency imply importance in determining behavior? What is the relationship between 'clusters' of norms or expectations (such as are associated with an extensive prejudice towards a minority group)? How are members of a social position identified, and is their membership secure (for the respondent) in all kinds of situations? Is there a single role for the position, or multiple roles identified depending upon situation or function?

Such questions as these require an integrated procedure for studying a total role which is based upon theoretical considerations. In attempting to study the total role of the public school teacher, then, the authors were first faced with the task of devising an ideal method of study and then applying it within the context of limited funds and time. Although conceptions were actually developed simultaneously with the building of methods, the 'proper' method of studying a total role is set for in Volume A 2/of this series of reports. The actual methods used in our empirical studies are reported here.

A Short Summary of Distinctions

A brief summary of terminological distinctions necessary in our methods used for the study of the role of the public school teacher is given here for the casual reader. The more serious student is referred, once again, to Volume A of the series.

Expectations and Norms. The cognitions which are held about teachers may be categorized upon the basis of several distinctions. One such distinction is made between expectations and norms. An expectation is a belief concerning the characteristics or behaviors most likely to be manifested by a person or a position (which is a group of persons). For example, one might hold the expectation that most teachers are friendly people, or that few teachers behave sadistically. Expectations tell us nothing about the values which people place upon these characteristics or behaviors. Indeed, they also tell us nothing about actual teacher behavior unless we can assume that the expectation reported is accurate or veridical.

If we wish to study values, we must study norms. A norm is a value-oriented cognition about the characteristics or behaviors of a person or position. For example, one might hold the norm that teachers should be friendly or that teachers should not behave sadistically. Once again, norms tell us nothing about the beliefs which people hold about characteristics or behaviors, and again tell us nothing about teacher behavior.

The study of expectations for teachers should tell us something about stereotypes which people hold about teachers, for, in the absence of direct perceptual information, all people must behave towards others in terms of their beliefs about the world. The study of norms should tell us about standards, about basic issues of morality in relation to teachers. We assume that teacher role is made up of both norms and expectations held for teachers.

Aspects of Cognition. A second distinction must be made between cognitions held about various aspects or characteristics of teachers. For this purpose we distinguish between behaviors, features, traits, imputed cognitive structures, historical events, and presence in backgrounds. The term behavior refers to any overt action being carried out by a teacher. Behaviors are thus overt, transitory, volitional, molar, and may (or may not) be directed towards others in the immediate vicinity. Behaviors may, of course, vary in molarity from such inclusive units as "teaching English", to such minute elements as "erasing the blackboard". Nevertheless, a behavior is always a description of what the teacher is doing. Considering the transitory nature of behaviors, it is no wonder that most social observers have discovered that the behaviors of a person change rapidly as he goes from one situation to another. Teachers, for instance, behave differently on the playground, in the classroom, and in the home.

Obviously not all characteristics of teachers are behaviors. Such aspects as age, sex, skin color, and the shape of the ears are relatively permanent, non-volitional, and non-directed. Nevertheless, cognitions may also be maintained about these latter characteristics, which we refer to as features. We assert that on the level of overt characteristics, only two types of teacher aspects may be said to constitute the role of the teacher—behaviors and features.

Despite the fact that behaviors tend to alter radically from situation to situation, respondents tend to view the behavior of a person or position as possessing common elements which are not bounded by the situation. Thus, we often hear that teachers are "kind" or "adequate". Such descriptions constitute one kind of trait which may be defined as any cognitively identified aspect of a person or position which is presumed to be independent of background. Various types of traits may be identified. Features are, of course, viewed by respondents as traits; for example, "Teachers are women". 'Frozen' patterns of behavior become traits; "Teachers talk too much". Motivations, attitudes, abilities and other imputed cognitive structures treated by respondents as hypothetical constructs standing behind behavior, are also traits. Historical events, such as country of birth or the fact of attendance at a given university, may be dealt with as traits. All of these elements are alike in that they represent a description of the person or position which is presumed to be independent of context; all are defined at the cognitive rather than the overt level.

Finally, cognitions may be held about whether a person or position is present in a background. At a minimal level, a teacher must be physically present in a given context in order for cognitions about his behavior there to have any meaning.

Backgrounds. Regardless of whether it is or is not likely to find a teacher present, most role cognitions are held for behavior against a background of a situational context. As Barker and Wright 1/ have shown, physical settings, social situations, positions sets and purposes not only attract certain classes of persons but also appear to generate certain patterns of behavior in those persons who enter them. Thus, both pupils and teachers may be found in the physical settings of playground, library and classroom; and we may expect to find differing patterns of behavior characteristic of these settings. Social situations too, such as a spelling lesson, music period, or study hall (all of which may be conducted in the same classroom) also determine patterns of behavior. So do the time of day, the positional affiliation of the persons present, physical characteristics of the environment such as light and heat, and serialized patterns of social interaction. An example of the latter is the 'deviancy control incident' in which a teacher identifies a pupil who is out of line and then stops the ongoing activity in order to reestablish control.

A different kind of context is provided by the purpose or function of the behavioral system, although at a different level of abstraction, the concept of a 'direction' or 'intention' is common in descriptions of social action. Thus, the teacher may be said to discipline, "in order to teach respect"; pupils may be "trying to find the chalk"; or (from the viewpoint of an observer) the group may be "trying to reestablish direction". Such statements may be considered, of course, as statements of role cognitions. But, and this is the present issue, they may also be dealt with by respondents as backgrounds or contexts. Thus, we may find a respondent who insists on being told "what the teacher is doing there", before being able to specify cognitions for the teacher in a meat market.

Systematic study of these various types of backgrounds, their relationships, their effects upon overt behavior, and their dominance in roles held for the teacher have yet to be made. In our empirical studies we have focused upon the backgrounds of physical setting and social situation, although some treatment has been given to other backgrounds in individual forms.

Own and Attributed Cognitions. A third important distinction must be made between role elements which are held by respondents themselves, own cognitions, and those which are attributed to others, attributed cognitions. For example, a respondent gives his own norm for teacher behavior, "I disapprove of teachers speaking out too strongly at PTA meetings," and then he attributes a contrasting norm to school officials, "But school officials are very much in favor of teachers speaking out." Each of these levels of analysis is a legitimate one, and we would expect that both own and attributed role cognitions had effects upon the behavior of the respondent. But there is no reason why teacher behavior, own norms (about that behavior), own expectations, attributed norms, or attributed expectations must coincide. Indeed, it would be surprising if they all did. And we would assume that norms and expectations attributed to one group (let us say school officials) would tend to be different from norms and expectations attributed to another group (such as parents).

Person Distinctions. The foregoing discussions imply a series of person distinctions. The following groups of persons are distinguished: A subject is any person who holds a cognition. When he reports on that cognition he becomes a respondent. An object is a person about whom cognitions are held (in our studies, a teacher) or who behaves or exhibits features. A target is a person towards whom the behavior of an object is directed. An audience is a person who observes interaction but is, himself, not either an object or target. (Subjects and audiences are, somewhate loosely, referred to as social observers.) Finally, a sentient object is a person to whom a cognition is attributed by a subject.

The above distinctions imply that at least two people are involved in any own cognition; that is, the subject (or respondent) holds cognitions about the object. In contrast, three persons are necessary when spelling out an attributed cognition; as the subject attributes cognitions to the sentient object for the object. These distinctions do not, of course, imply that persons must be distinct. Teachers (as subjects) may hold cognitions for teachers (as objects), and they may of course attribute cognitions to teachers (as sentient objects). Finally, although only individuals hold cognitions, we will speak somewhat loosely of persons (individuals) or positions (groups) in combination with any of the above distinctions. To identify a subject position (for instance) does not suggest that all members share the same cognition but only that they are jointly and commonly identified as belonging to a given group in a social system.

Coverage in the Empirical Studies

The basic strategy used in our study of public school teacher role has been a funneling technique. Ideally a study of teacher role should begin with broad issues, examining such questions as who holds cognitions for the teacher, and for whom and in what contexts are these cognitions held, before turning to the content and form of cognitions held. A complete funneling study of teacher role might move through the following steps:

(1) A study of cognizers--The identification of all (useful) persons who are found to have cognitions relating to the teacher. Such a study should also focus upon which persons hold power in terms of decision-making about the teaching profession.

(2) A study of positional membership--The identification of persons who are actually or are presumed by respondents to be members of the teaching position. Included in this study would also be a determination of whether 'teacher' was a meaningful designation for respondents, or whether 'elementary teacher' or (more broadly) 'professional' were more meaningful in terms of cognitions held.

(3) A study of backgrounds--The identification of contexts in which teachers are assumed to move and against which role cognitions for the teacher are held.

(4) A study of content frameworks--The identification of content areas representing jointly scalable classes of behavior or other characteristics of teachers which appear in the minds of respondents and which are used for judging teachers. Such a study would also examine the importance of content frameworks in relating to individual and group concerns.

(5) A study of cognitions--The identification of the norms and expectations held for the teacher by respondent in the previously identified frameworks-in-context. Included within this step would be a study of both own and attributed cognitions (where attributions were made to all useful positions).

(6) A study of actual teacher characteristics--The identification of actual teacher behaviors, traits, features, etc., in comparison with role cognitions held.

Due to limitations of time and funds, the major emphasis in our empirical techniques has been upon steps (3), (4) and (5) of the above idealized format for studying teacher role. Three independent field studies have been conducted in funneling approach. The Pilot Study was a small questionnaire study in which data were collected from approximately 100 college students. In this study we were primarily concerned with the pretesting of measuring instruments and checking to see whether distinct patterns differentiating own from attributed cognitions would appear. Three characteristics of teachers were studied: behaviors, traits, and entrance into settings.

In the Background Study we attempted to deal systematically with the problems of context for teacher role. Community and school physical settings were explored, social situations in school settings were studied, puposes of teacher action in community settings were obtained from respondents. The Background Study involved the administration of a questionnaire lasting somewhat more than two hours to approximately 225 respondents representing eight differentiated positions connected with the public school. Although not by any means a definitive study of teacher role backgrounds, this study enabled the isolation of a series of backgrounds which were later able to generate differentiated teacher role cognitions from similar respondents.

Finally, the Role Study attempted: (a) To identify the content frameworks representing teacher characteristics which were used by respondents in dealing with teacher role, and (b) To study the own and attributed cognitions held by respondents for teachers in the given frameworks. Approximately 1000 respondents including seven community and three college student positions answered questionnaires in the Role Study. Data were gathered concerning teacher behaviors, teacher traits, teacher problems and motivations regarding the teaching profession. In addition, a limited attempt was also made in connection with the Role Study to gather data on actual teacher behaviors by asking teachers to indicate their own behavior in comparison with expectations and norms.

In summary: The empirical studies which have been performed should be viewed as the 'core' of a funneling study of the 'total role' of the teacher. In general, we did not study the problems of decision-making with regard to the teacher nor who holds cognitions for teacher role. Similarly, it was assumed that all respondents could deal with the abstraction 'teacher' and that there was enough common referent to this term that data from various positions of respondents would be comparable. Finally, only the barest of investigations has been made into actual teacher role behavior. On the other hand, we have studied at some lenth the backgrounds of teacher role cognition, the content areas in which respondents hold role cognitions for teachers, and (extensively) the own and attributed norms and expectations held by many positions of respondents for the behaviors, traits and other characteristics of teachers.

Outline of Empirical Reports

Two series of empirical reports have been produced out of our research on the role of the public school teacher. The alphabetical series consists of a set of auxiliary reports, such as theoretical, bibliographical, and methodological monographs. The numberical series deals with findings from the three field studies.

Volume I (this volume) reports methods, assumptions, forms, sample information, coding procedures, and methods of analysis.

Volume 2 3/ (General Characteristics of the School Teacher's Role) reports findings which are general to all community respondents and deals systematically with the problems of norm-expectation differences, relationships between role cognitions and reported teacher behaviors, and the ability of respondents to predict the role cognitions of others. Volume 2 includes data on cognitions for teacher entrance into community and school settings, social situations appearing in school settings, the content framworks of role cognitions for teacher behaviors and traits, and own and attributed cognitions for various teacher behaviors.

Volume 3 4/ (Positional Differences in Teacher Role) examines in detail the differences among the various community positions of respondents in role cognitions held for the teacher. Included are cognitions relating to teacher entrance into settings, traits, and behaviors. Content framework usage is discussed as is the relationship between own and attributed cognitions.

Volume 4 5/ (Role of the Teacher and Occupational Choice) deals with differences among respondents who were teachers, student teachers, and students of fields other than education. It is designed to examine the relationship between roles held for the teacher and recruitment into the teaching profession. Included are data on cognitions for teacher traits and behaviors. Once again, content framework usage and the relationship between own and attributed cognitions are both discussed. Some of the findings of Volume 4 have also been published in a separate journal article __/.

Volume 5 6/ (Own and Attributed Cognitions for the Teacher) reports in detail the relationship between norms and expectations held by respondents and those which are attributed to others. Cognitions about traits, teacher entrances and teacher behaviors are discussed, and findings are related to a variety of sentient object positions.

Volume 6 7/ (Type of Community and Role of the Teacher) reports differences among respondents in a four-way classification of community types. Data relating to teacher traits and behaviors are presented, and content framework usage and the relationship between own and attributed cognitions are both discussed.

Additional volumes and papers reporting other analyses of these data are planned for the next 12 months.

CHAPTER II

GENERAL CONSIDERATIONS

Introduction

A number of common characteristics were shared by the Pilot, Background and Role Studies. Apart from conceptual distinctions, these involved populations and methods of sampling, administration techniques, and methods of data analysis. This chapter reports these shared methodologies.

Samples and Populations

Apart from the Pilot Study (where the sample was simply a convenient group of undergraduate students), samples of community respondents were required which would be representative of a number of school-related, social positions in the Greater Kansas City area. It was decided to choose a sample of representative schools from the area and then to sample respondents, by position, through the good offices of the schools and school districts. This method will be described in detail for the Final Study.

The Sample of Schools. The Greater Kansas City area encompasses five counties in two states and 406 individual public schools. It was desired to sample a group of these schools from whom respondents might be selected to be interviewed. It was necessary, moreover, to assure that the sample of schools was representative of the original population. Accordingly, six characteristics were chosen about which information could be gathered for all 406 schools. These characteristics included: Type of community in which the school was located, State, County, Level of school, Number of Teachers, and Number of pupils. Table 2.1 shows the number and percentage of schools in the total population having these characteristics.*

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* Communities were divided into four types. Urban communities consist of the old, well-established center of the metropolis. Suburban communities are newer, often across county or river lines, but still integrated into the metropolis by local bus lines, mail delivery, etc. Small city communities lie outside of the integrated metropolis (albeit they are within commuting distance) and are larger than 15,000 inhabitants. Rural communities also lie outside of the integrated metropolis but have fewer than 15,000 people.

Table 2.1

NUMBER AND PERCENTAGE OF PUBLIC SCHOOLS IN THE POPULATION
BY COMMUNITY TYPE AND OTHER CHARACTERISTICS

Characteristic	Urban Schools (N = 165)		Suburban Schools (N = 107)		Small City Schools (N = 39)		Rural Schools (N = 95)	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
STATE								
Missouri	118	71.5	48	44.8	29	74.4	52	54.0
Kansas	47	28.5	59	55.2	10	25.6	43	46.0
COUNTY								
Clay	0	0	22	20.6	8	20.5	29	30.6
Jackson	118	71.5	26	24.3	15	38.5	14	14.8
Johnson	0	0	43	40.2	6	15.4	31	32.6
Platte	0	0	0	0	6	15.4	9	9.4
Wyandotte	47	28.5	16	14.9	4	10.2	12	12.6
LEVEL								
Elementary	138	83.7	87	81.3	25	64.1	78	82.0
Junior High	11	6.6	12	11.2	6	15.4	0	0
Secondary	16	9.7	8	7.5	8	20.5	17	18.0
NUMBER OF TEACHERS								
1 - 5	8	4.9	6	5.6	2	5.2	57	60.0
6 - 10	38	23.0	14	13.0	10	25.7	21	22.1
11 - 20	61	36.9	33	30.9	13	33.3	14	14.8
21 - 50	46	27.9	48	44.9	14	35.8	3	3.1
51 and over	12	7.3	6	5.6	0	0	0	0
NUMBER OF PUPILS								
1 - 50	4	2.5	0	0	0	0	41	43.2
51 - 125	3	1.8	3	2.9	2	5.1	22	23.2
126 - 300	29	17.5	17	15.9	9	23.0	23	24.2
301 - 500	43	26.0	20	18.6	13	33.4	7	7.3
501 and over	86	52.2	67	62.6	15	38.5	2	2.1

It was arbitrarily decided that a representative sample of 50 schools would be selected from the total population of schools. Within each of the community types found in the total population, a proportionate number of schools was selected from the sample in a random fashion. (Throughout all studies, random selection was made with the use of a table of random numbers.) The sample for each of the four community types was then matched against population characteristics to insure representativeness. This was done by selecting samples at random until one was found for each community type which matched very closely the population characteristics. Table 2.2 shows the number and percentage of schools in the final sample having these identified characteristics. It was assumed that the final sample of 50 schools, stratified by community type and matched against the population, was representative and adequate.

The Community Sample. A total sample of approximately one thousand potential respondents was selected for the study. This number was arbitrarily chosen on the basis of estimated expenditure of time and money. Seven social positions were included in the sample: teachers, parents, pupils, board members, principals, superintendents, and school supervisors. Ideally, positions should have been selected on a basis proportionate to their existence in the population. However, this would have resulted in too few respondents among school personnel for statistical analysis of their responses. To solve this problem, the samples of school positions were arbitrarily increased so that there would be enough respondents in each position to enable statistical comparisons.

Having decided upon the number of respondents needed in each of the seven positions, the proportionate number required in each of the four community types and then in each of the 50 sampled schools, was computed upon the basis of known population figures. Table 2.3 shows the total number of position members chosen for the sample from the four community types. (Percentages in

Table 2.2

NUMBER AND PERCENTAGE OF PUBLIC SCHOOLS IN THE FINAL SAMPLE BY COMMUNITY TYPE AND OTHER CHARACTERISTICS

Characteristic	Urban Schools (N = 20)		Suburban Schools (N = 13)		Small City Schools (N = 5)		Rural Schools (N = 12)	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
STATE								
Missouri	14	70.0	6	47.0	4	80.0	7	58.3
Kansas	6	30.0	7	53.0	1	20.0	5	41.7
COUNTY								
Clay	0		3	23.0	1	20.0	4	33.3
Jackson	14	70.0	3	23.0	2	40.0	2	16.7
Johnson	0	0	5	38.6	1	20.0	3	25.0
Platte	0	0	0	0	1	20.0	1	8.3
Wyandotte	6	30.0	2	15.4	0	0	2	16.7
LEVEL								
Elementary	16	80.0	11	84.6	3	60.0	10	83.3
Junior High	1	5.0	1	7.7	0	0	0	0
Secondary	3	15.0	1	7.7	2	40.0	2	16.7
NUMBER OF TEACHERS								
1 - 5	1	5.0	1	7.7	0	0	7	58.3
6 - 10	5	25.0	2	15.4	1	20.0	3	25.0
11 - 20	7	35.0	4	30.7	2	40.0	1	8.3
21 - 50	6	30.0	6	46.1	2	40.0	1	8.3
51 and over	1	5.0	0	0	0	0	0	0
NUMBER OF PUPILS								
1 - 50	0	0	0	0	0	0	5	41.7
51 - 125	1	5.0	1	7.7	0	0	3	25.0
126 - 300	3	15.0	2	15.4	1	20.0	2	16.7
301 - 500	5	25.0	2	15.4	2	40.0	1	8.3
501 and over	11	55.0	8	61.5	2	40.0	1	8.3

this table represent, within one percent, the actual percentage of population persons to be found within each cell.) Table 2.4 shows the number of respondents actually obtained for each of the same categories. Once again, respondents were chosen from the individual schools and districts by random techniques.

The final sample, from which data were actually collected, included 98 teachers, 261 parents, 237 pupils, 22 school supervisors, 20 school board members, 23 principals (or their assistants), and 22 superintendents (or their assistants). Altogether, interviews were obtained from approximately 68% of potential respondents. Persons not responding may be assumed to have been less motivated with regard to public education or the study than actual respondents. In general, the sample is under-representative of ethnic minority, lower class, and professionally busy respondents.

It should be noted that the final sample of respondents does not represent a demographic sample of 'the public' in the Greater Kansas City area. Rather, it is assumed that the final sample is representative of the population of positions sampled, all of which are oriented in a particular way toward the school system. This limitation suggests that care must be taken whenever interpretations are made of cross-positional data, as when data are summed for 'The Community' as a whole or when comparisons are being made between community types. Whereas these types of findings 'may' be representative of public opinion regarding the teacher, we know for certain that the respondent samples from which they were drawn are not representative of the public. On the other hand, it should be noted that sampling techniques assure that whatever 'errors' are introduced through not sampling 'the public' are balanced across community type, size of school, etc. Comparisons may, thus, be made for each independent variable without concern for non-representative sampling. Finally, it should be noted that even truly 'public' sample of teacher role cognitions would not be particularly useful, for only certain persons actually participate in decision-making with regard to public education. In fact, those persons who do participate are more likely to be the motivated parents and school personnel who are

Table 2.3

NUMBER OF RESPONDENTS, BY POSITION, CHOSEN FROM EACH

OF THE FOUR COMMUNITY TYPES

Community Type	Teachers		Parents		Pupils		Supervisors		Board Members		Principals		Superintendents		Totals	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Urban	52	48.4	195	51.9	195	51.9	21	67.7	5	11.1	11	42.3	17	41.5	496	49.6
Suburban	32	30.0	106	28.4	106	28.4	6	19.4	14	30.8	7	26.9	13	31.7	284	28.4
Small City	12	11.3	44	11.7	44	11.7	4	12.9	8	16.8	3	11.6	6	14.6	121	12.1
Rural	11	10.3	30	8.0	30	8.0	0	0.0	18	41.3	5	19.2	5	12.2	99	9.9
Total	107	100.0	375	100.0	375	100.0	31	100.0	45	100.0	26	100.0	41	100.0	1000	100.0

The Student Sample. Three groups of undergraduate students at the University of Kansas City were also sampled in the Role Study. Included were 109 education majors, 79 students having majors in other fields, and 56 students who had not chosen a major at the time of the study. The sample of education majors included approximately 85% of students enrolled in that field at the time of the Role Study, while the other two samples were chosen randomly to be approximately equivalent to the sample of education students. It should not be assumed that the student samples are representative of undergraduate college students on other campuses. The student body of the University of Kansas City is somewhat older than average, living at home, predominantly self-employed. Students tend to be serious, mature, and middle-class. On the other hand, the University has a close relationship with all school districts in the metropolitan area; and education students from the University are placed as young teachers throughout the area.

Background Study Differences. A similar technique for sampling community respondents was used in the Background Study, except that fewer schools and respondents were represented and one additional social position (former teachers) was sampled. No student data were collected in the Background Study.

Respondent Characteristics. Appendix F contains 35 tables which report characteristics of the samples for each of the studies. Appendix F_1 deals with those few respondent characteristics checked in the Pilot Study, F_2 reports respondent characteristics from the Background Study, and F_3 deals with the Role Study. In the latter two cases, respondent characteristics are given by positional membership. For the Pilot Study, respondent characteristics are given in terms of attitudes towards teachers (one of two general questions asked of all respondents).

Administration Techniques

The basic method used in all three studies was the group interview. Groups of respondents ranging from 1 to approximately 20 persons were assembled, given

Table 2.4

NUMBER OF RESPONDENTS, BY POSITION, ACTUALLY INTERVIEWED IN EACH OF THE FOUR COMMUNITY TYPES

Community Type	Teachers		Parents		Pupils		Supervisors		Board Members		Principals		Superintendents		Totals	
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Urban	46	47.0	116	44.4	106	44.7	12	54.6	2	10.0	8	34.8	8	36.4	298	43.7
Suburban	31	31.6	91	34.9	80	33.8	5	22.7	6	30.0	7	30.4	9	40.9	229	33.5
Small City	12	12.2	28	10.7	27	11.4	4	18.2	3	15.0	3	13.0	3	13.6	80	11.7
Rural	9	9.2	26	10.0	24	10.1	1	4.5	9	45.0	5	21.8	2	9.1	76	11.1
Total	98	100.0	261	100.0	237	100.0	22	100.0	20	100.0	23	100.0	22	100.0	683	100.0

group instructions, and asked to fill in a variety of forms. In the case of student respondents, the group interview sessions took place during regularly scheduled class hours. For community respondents, interview sessions were scheduled either at The University of Kansas City (for the Background Study) or at a nearby school (for the Role Study). Community respondents were also rewarded with coffee and cookies during a break in the interview session. Sessions lasted approximately two and one half hours altogether, and standard instructions and procedures were used throughout. Sessions were supervised by an interviewer (who was a senior staff member) and his graduate student assistants.

Community respondents were contacted individually by phone. The purpose of the research project was explained, and the respondent was asked to come to one of several prearranged interview dates. In the case of parents and pupils, sampling was done through the pupil, and one parent was asked to accompany the pupil to the interview session. (An attempt was made to achieve equal representation of mothers and fathers, but the latter were more difficult to recruit. For elementary schools, only sixth grade pupils were sampled. For junior and senior high schools, equal representation was given to all grades.) All interview dates were confirmed by letter. Respondents who wished could check the legitimacy of the research project with their local principal or superintendent, both of whom had agreed to cooperate.

Respondents who failed to keep their first interview appointments were contacted individually by telephone and asked to come to a second (and if necessary, a third) interview session at a convenient location. Unfortunately, many of the interview sessions were scheduled during a six weeks period during which 56 inches of snow fell on Kansas City. Perhaps a greater proportion of respondents would have come to the interviews if more foresight had been used in setting the interview dates.

Respondents were thanked by letter, and a short summary of early findings was distributed to both respondents and participating schools.

Methods of Data Analysis

Extensive use has been made of IBM and other statistical machines for the processing of data from each of the three studies. Procedures have emphasized coding, card punching and verification, tabulation, computation of appropriate statistics, and the writing up and interpretation of results.

Coding. Three types of questions were used in the various forms of the Pilot, Background and Role Studies. (1) Self-coding, multiple-choice questions were used wherever possible. When demographic information was to be obtained using given categories (such as sex, age, or years of education), when respondents were to give role cognitions using a pre-coded instrument, or when it was desired to make use of a motivational instrument adopted from another study involving scaled responses, answer sheets were planned so that a card punch operator could read the answer directly and easily from the schedule. Such responses needed only editing to insure against ambiguity or spurious multiple response.

(2) Non-self-coding, open-ended questions were used when it was known on *a priori* grounds that a given code would be used for responses. For instance, "occupation" in the Background Study was coded into census categories, and "community type" was coded into a series of arbitrarily determined categories. The preparation of this second type of data for card punching involved the rapid jotting of appropriate code categories in the margin of the answer sheet (in red pencil) plus any necessary editing.

(3) Finally, a number of non-self-coding, open-ended questions were used which required the development of a code based upon the responses themselves. For instance, in the study of content frameworks used by respondents in cognitions held for teacher behaviors, no coding system was available. Rather, a code was developed (in six dimensions) reflecting the contents actually used by respondents. For such purposes the development of a code preceeded

the actual coding process. Codes actually developed in the project are reported in this volume. All were designed primarily to reflect the data given (rather than a specific theory), and all were refined so as to give a minimum reliability of 90% identical assignment of data to code categories before they were deemed acceptable. Thereafter, actual responses were unitized, coding was done on the unit responses (on the blank, facing page of the answer booklet), and any necessary editing was performed.

Punching and Verification. All data to be processed were punched onto IBM cards and immediately verified. (The process of verification involves the re-punching of cards, only the IBM Verifier reads cards the second time and indicates 'errors' by cutting a small notch in the top of the 'bad' card.) A number of cards were punched for each respondent corresponding to various answers given on the several forms of the study. In general, one card was given over to personal or demographic data for the respondent and one (or more) cards were punched for each of the other forms used. For several of the forms multiple responses were given and each response was punched on a separate form (Appendices B_2, B_4, B_5, C_2, C_3 and C_4). In these cases indexing numbers were used to indicate the order (or saliency) of responses given, and analysis techniques were designed to eliminate duplication of N's for any given respondent. Independent variable information (usually from the personal information deck) was transferred to the dependent variable deck prior to tabulation of data from the latter.

Tabulation. Data to be processed were tabulated in tables showing relationships between independent and dependent variables. A special control panel for the IBM 402 tabulator was developed for this purpose the operation of which is described in Biddle and Simpson 8/. This panel allows for a rapid and efficient display of contingency relationships plus the automatic computation of row, column and grand totals. Provision is made in the operation of this panel for the ignoring of duplicate responses within a given category by the same respondent. Tables of up to 10,000 cells may be created by this operation, and secondary cards representing the rows of the contingency table may be prepared automatically which can later be used for computer input. Occasionally it was desired to analyse data which fell in a table of more than 10,000 cells. To solve this problem a computer program was written (for the Burroughs Datatron) which built a table each row of which contained 10,000 cells. In this latter program, which was in other respects similar to the 402 control panel described above, provision was made for reading off only data from those cells where the contingency frequency exceeded a given figure or percentage.

Computation. Computation of statistical tests and indices has been done, in this project, both by hand and with the use of a digital computer. For the most part, data have been taken directly from tabulated tables and tested and assembled for writing up by hand. However, where large numbers of comparisons were indicated, computer programs were designed to operate directly from secondary cards prepared simultaneously with tabulation. The most useful of these programs has been one which assembles a 2 x N table by combining rows from a 100 x N table, where the N categories were a set of ranked scale points, computes line means, and then computes the Mann-Whitney z_U. This statistic, z_U, is a measure of difference in central tendency between two rank sums and is roughly comparable to a t test of difference between means. It does not assume interval data however, nor is it sensitive to non-normality of the underlying distributions. A complete discussion of z_U, tables of its significance for small N's, and a description of the Burroughs Datatron program are also given in Biddle and Simpson 8/.

Interpretation and Writing Up. No scientific investigation is complete until its results are reported to other investigators, and the interpretation and reporting of our findings has always been considered integral to the rest of the methodology. The process of interpretation has taken a series of steps: (1) Memoes reporting the basic findings, including non-productive instruments and techniques, were written for staff discussion. These memoes stressed the data themselves, pointed out obvious and non-obvious findings, and suggested tentative interpretations. (2) Final report volumes dealing with various aspects of the study (of which this is one) were prepared for a technical audience. These volumes stressed both productive data and the interpretation of findings for education and role theory. (3) Several papers have been prepared to be read at professional meetings 9, 10, 19 / and for monographic and journal publication 11, 12, 20 /, and others are in preparation. (4) Finally, a book is in preparation which will interpret the significant findings of the project for educators and interested lay persons 13/.

CHAPTER III

THE PILOT STUDY

Introduction

The Pilot Study was a relatively short group interview study in which a single instrument was administered to 104 students who were members of 11 undergraduate classes at the University of Kansas City. This instrument was designed to obtain own and attributed norms and expectations on 100 different content frameworks dealing with teacher behaviors, traits, and entrance into various settings. The primary purposes of the Pilot Study were to check out a methodology and to investigate whether we could discover systematic differences between own and attributed cognitions. Data for the Pilot Study were gathered during the summer of 1959. Forms used in this study appear in Appendix A, and a code used for personal information gathered from respondents in the study is given in E_1. A list of the items used in the study may be found in D_1. Reports of findings from the Pilot Study may be found in Volume 5 6/ and in a separate journal article 20/.

Description of Procedure

As discussed in Volume A 2/ there are two short-cut procedures which can be used for the measurement of role cognitions. The 'modal point method' asks respondents to choose a behavioral alternative which most closely corresponds with their maximum expectation or norm. The 'cognitive level method' asks respondents to indicate a level of expectation or norm for a given behavioral alternative. Either method may be used to measure expectations or norms, and both have their short-comings. In the Pilot and Background Studies we explored the 'cognitive level method'. In the Role Study a desire to compare normative and expectational data indicated that we use the 'modal point method'.

The Pilot Study began with a series of preliminary steps designed to build a list of 100 content frameworks dealing with teacher behaviors, traits and setting entrances. To begin with, a list of 986 teacher behaviors and traits was culled from the literature on teacher role. This list was submitted to twenty-one graduate students in an advanced educational psychology course. The subjects were asked to rate each item on seven-point normative and expectational scales. The former ranged from "I feel very strongly that teachers should not do (or be) this" to "I feel very strongly that teachers should do (or be) this." The latter ran from "I expect that no teachers do (or are) this" to "I expect that all teachers do (or are) this."

It was desired to obtain items which exhibited a maximum of both normative and expectational variability, however, a much wider range of normative ratings was given by subjects than expectational. (This was due either to the initial selection of items or to a sophisticated reticence of graduate students to decide that teachers are highly likely to "do" or "not do" any given behavior.) Accordingly, items were selected from the general list in seven groups each having one of the seven possible shared median norms. Within each of thses groups, however, items were chosen to represent all given levels of shared median expectations. In this way a list of 75 traits and behaviors were chosen.

A list of 25 non-school settings was chosen in a similar manner, but from the findings of the Ba ckground Study (See Chapter IV and Appendix B_2). The complete list of items used may be found in Appendix D_1.

In administering the Pilot Study respondents were first asked to rate each item in terms of two questions: (1) Would you personally like public school teachers to possess these personality characteristics (to behave in these ways, or to be in these physical locations)? (2) Do you personally expect public school teachers to possess these personality characteristics (to behave in these ways, or to be in these physical locations)? Answers to these questions were given on a seven-point scale for both norms and expectations.

In addition, respondents were asked to rate each item similarly for four sentient object positions: other people in general, other college students, parents of public school pupils, and public school teachers. These groups were chosen on the following bases: (1) We wished to include 'the public' as a gross indication of shared, societal standards. (2) The group of 'college students' was a general reference position applying to all respondents but not to the object position (teachers). (3) Parents were an ubiquitous alter position presumed to be familiar with teachers but, again, unambiguously distinct from both teachers and students. (4) The positions of teachers allowed a comparison of own cognitions with cognitions attributed to the object itself. (Note: A different group of sentient object positions was used in the Role Study, see Chapter V.)

The Pilot Study schedule was administered to respondents during a single class period. In some cases, respondents were allowed to take their schedule home in order to complete it overnight.

Instruments Used

Appendix A presents the instruments used in the Pilot Study. A_1 consists of a set of general instructions which was distributed to all respondents. A_2 gives the rating sheets used to indicate all cognitions. It should be noted that in the administration of the Pilot Study instrument, respondents first looked at A_1--pages 1 and 2. They then turned to a set of rating sheets (A_2--pages 2 through 5) in order to indicate their own norms. This was followed by another instruction sheet (A_1--page 3) and another set of rating sheets (A_2--pages 6 through 21) for attributed norms, and so on. A complete lay-out of all rating sheets is given in A_2--page 6.

One additional sheet (A_2--page 1) was used to give a limited amount of personal information and answers to two general questions: What is your general reaction to public school teachers as a group? How do you feel that other people in general react to public school teachers as a group? Distributions of personal information for the Pilot Study may be found in Appendix F_1, while the code used for personal information is given in E_1.

CHAPTER IV
THE BACKGROUND STUDY

Introduction

The Background Study was a two-hour group interview study consisting of four substantive instruments and a personal data sheet which was administered to 223 respondents from the Kansas City metropolitan area. Respondents represented eight social positions defined in terms of relationship with the public school: teachers, parents, pupils, supervisors, former teachers, board members, principals, and superintendents. Instruments used in the Background Study were designed for a variety of purposes, but the major focus of the study was upon the backgrounds or contexts in which respondents laid teacher role cognitions. Data for the Background Study were gathered in the Spring of 1959. Forms used in this study appear in Appendix B. A single item list used in the study appears in D_2. Codes developed to deal with responses to Background Study questions appear in E_2, E_3 and E_6. Distributions of respondents in terms of personal information are given in F_2. Reports of findings from the study may be found in Volumes 2, 3 and 4 3, 4, 5.

Personal Information

Appendix B_1 displays the form used in the Background Study to collect personal information. Included in this form were a variety of questions designed to elicit background information from respondents which might prove useful in explaining the variance of various dependent variables (such as backgrounds seen for the teacher). Page 1 of this form was administered to all respondents. Two issues of page 2 were provided, 2_a was designed for adults, 2_b for pupils. Again, page 3_a was designed for teachers and school administrators, while 3_b was answered by former teachers only. Parent and pupil respondents did not receive page 3 in any form. Page four was used to collect family member information, and respondents were given as many copies of page 4 as there were members of their family (excluding themselves). Page 4_a was designed to be answered by adults, page 4_b by children.

The questions asked in the Personal Information Form are, for the most part, self-explanatory. A code was developped to deal with the open-ended questions from this form and is displayed in Appendix E_2. It should be noted that some additional pieces of personal information (such as respondent position, school, county, state, etc.) were not recorded on the Personal Information Form but were kept as separate records until codes according to the instructions in Appendix E_2 were recorded.

School Settings Entered by the Teacher

Appendix B_2 deals with questions concerning teacher entrance into 114 community and school settings. This form was never seen by respondents. Instead, respondents were presented with a pack of 114 cards upon which were typed the names of the settings listed on this form (and again in Appendix D_2). Respondents then made two sorts of these cards into five labeled boxes. The first sort, which measured their expectations, offered the following possible categories:

> If you were to go to this place, how often would you expect to see a teacher there?
> (1) Very seldom
> (2) Not very often
> (3) A moderate amount of time
> (4) Fairly often
> (5) A great deal of time

The second sort, which measured own norms, read:

> If you heard that a teacher was in this place, even though you didn't know what the teacher was doing there, how would you feel about it?
> (1) I feel strongly that teachers should NOT be there
> (2) I would mildly disapprove of teachers being there
> (3) I personally don't care whether teachers are there or not
> (4) I would mildly approve of teachers being there
> (5) I feel strongly that teachers SHOULD be there

Respondents sorted cards into boxes without regard to proportion of cards in each box. After each sort had been completed the interview or his assistant picked up the sorted cards and recored the choices, by number, on the pages of Form B_2.

The 114 settings appearing in B_2 represent both community and school locations. The community settings were developed through a procedure which made use of the conceptualizations of Barker and Wright 1/. We first assembled a list of all common and visible settings in the Kansas City metropolitan area arranged by setting type. This was done by abstracting community settings from a number of public documents including the Yellow Page Directory of the telephone company, chamber of commerce brochures, newspaper descriptions, books about the region, and the like. Approximately 1500 types of community settings were thereby isolated which were assembled into a grand list. We then asked graduate students of an advanced educational psychology class to rate each item for their own norms and expectations for teacher entrance. Considering that unless we chose settings that were fairly likely to attract teachers, further questions asked of community respondents about teacher entrance into these settings would be meaningless; we chose for the Background Study items which were high in median expectation. However, an effort was made to achieve a variety of median norms. 89 items in all were chosen representing non-school, community setting types.

School settings were chosen by a simpler process. A list of school settings may be found in Chaters and Waples 14/. We took this list and checked it against school settings mentioned in Missouri and Kansas State Board of Education guides, and checked the resulting list with selected educational personnel from several school districts. The resulting list of school settings contained 25 items, all of which were included in the study.

In terms of the distinctions made in Chapter III, it should be noted that the method used with Form B_2 is a cognitive level method.

TABLE 4.1

MEAN EXPECTATIONS FOR SCHOOL SETTINGS BY POSITION AND NUMBERS OF RESPONDENTS GIVING SETTINGS FOR SOCIAL SITUATION QUESTION

	Teachers	Parents	Pupils	Super-visors	Board Members	Principals	Superin-tendents	Average (Weighted equally by posi-tion)	Number of re-spondents giving Social Situations
Classroom*#	4.94	4.90	4.78	5.00	5.00	4.82	4.71	4.88	205
Library*#	4.32	3.95	3.97	3.90	4.00	4.53	4.35	4.15	115
Playground*#	4.20	3.97	3.58	4.09	4.42	4.42	4.28	4.14	98
Halls*#	3.94	3.47	3.87	4.36	3.73	4.35	4.21	3.99	90
Cafeteria*#	3.98	3.52	3.60	3.72	4.15	4.32	4.35	3.95	82
Auditorium*#	3.88	3.68	3.41	3.72	3.57	3.96	4.28	3.79	74
Laboratory*#	3.54	3.50	3.26	3.45	3.63	4.00	3.92	3.62	58
Gym*#	3.73	3.65	3.41	3.54	3.36	3.57	4.00	3.61	73
Athletic Fields*#	3.32	3.55	3.04	3.54	3.68	3.92	4.21	3.61	61
Grounds and Walks*#	3.71	3.25	3.30	3.36	3.42	3.85	4.00	3.56	57
Guidance Office*	3.32	3.34	3.24	3.00	3.42	3.48	3.71	3.36	41
Administrative Office*	3.24	3.52	3.34	2.81	3.26	3.57	3.35	3.30	45
Teachers'Lounge*	3.03	2.84	3.39	3.09	3.36	3.67	3.57	3.28	44
Supply Room	3.50	3.06	3.00	2.90	2.84	3.39	3.57	3.18	33
Shop	3.35	3.25	3.09	2.72	3.21	3.21	3.28	3.16	52
Stairs	3.16	2.95	2.97	3.18	2.78	3.11	3.64	3.12	26
Locker Room	2.83	2.93	2.58	2.72	2.78	3.37	3.71	2.99	14
Cloakroom	2.83	2.90	2.92	2.63	2.78	3.15	3.57	2.97	22
Lavatories	2.66	2.77	3.12	2.35	2.52	3.25	3.28	2.85	22
Store Room	3.05	2.54	2.75	2.54	2.68	3.10	3.07	2.82	18
Swimming Pool	2.69	2.77	2.21	2.27	3.10	2.85	3.28	2.74	21
Medical Office	2.69	2.79	3.00	2.00	2.68	2.96	2.64	2.68	12
Fire Escape	1.56	2.31	2.17	1.54	2.52	1.75	1.78	1.95	-
Janitor's Room	1.60	1.70	1.73	1.36	1.68	1.85	1.78	1.67	-
Boiler Room	1.48	1.54	1.85	1.45	1.42	1.78	1.85	1.62	-

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* Settings initially chosen for inclusion in the Role Study.
# Settings retained in the Role Study.

Social Situations Appearing in School Settings

Appendix B_3 represents a single sheet, six of which were given to each respondent, upon which respondents were to record the social situations which, in their opinion, were likely to occur in the designated school setting. (It was assumed that teachers were likely to be present in all social situations in the school.) Upon each of the six sheets given the respondent, a separate school setting was specified. School settings were chosen for each respondent individually in terms of the settings he felt were most likely to be occupied by teachers in answers which he gave on Form B_2. As a result, although almost all respondents gave social situations for the classroom, somewhat fewer respondents gave situations for the library, gym, etc., and no respondents rated such 'unlikely' settings as the boiler room. Table 4.1 gives the average expectational ranking given by all positions of respondents and the number of respondents rating social situations for each of the 25 school settings. (Table 4.1 also indicates the settings which were eventually chosen for backgrounds in the Role Study. See Chapter V.)

Respondents were given a standard set of instructions for Form B_3 which included examples of 'The Rodeo', 'The Music Program', and 'The Ice Hockey Game' as examples of social situations which might appear in the setting of 'The Municipal Auditorium'. A social situation was defined as, "what most of the people in the location are doing which is different from what they might be doing at another time." Although repeatedly asked for examples, interviewers gave no examples whatsoever relating to school settings, and respondents were entirely on their own with regard to the proper level of molarity and identification of social situations in school settings. Room was provided for eight situations on the rating sheet, and those few respondents who wanted to give more than eight social situations were provided with an extra sheet upon which to write. Finally, respondents were asked to rank each social situation in terms of its probability of occurrence in that setting. Rankings were indicated by the respondent filling in "1" for the "most probable" situation, etc.

Responses to Form B_2 were coded in a multi-dimensional code developed for the purpose, and each response was coded separately (necessitating careful analysis techniques to insure that duplicate answers were never tabulated). This code is given in Appendix E_3. It will be noted that Appendix E_3 provides for many aspects of a social situation to be coded. For a 'complete' response, the following characteristics would all receive a code:

(1) Type of response
(2) Person
(3) Person number
(4) Action
(5) Object or goal
(6) Instrument
(7) Judged legitimacy
(8) Time dimension
(9) Saliency rank (location of the answer on the page)
(10) Frequency rank (given by respondent)

Each of these codes (with the exception of Person) was given twice, once for the behavior of pupils and once for adults. Person was given for adults only.

It should be noted, then, that the code is designed to handle social situations defined as an interaction between pupils and adults, and various aspects of the interaction may be described as given by the respondent. Obviously, many social situations given by respondents did not include one or more of the dimensions. Responses were judged only on the materials actually given. (In passing it should be noted that Code E_3 constitues a micro-theory of joint social action in school settings. While this is recognized, it should not be assumed that the authors hold any brief for this particular assemblage of 'dimensions of social behavior'. The code was designed to deal with responses given by a peculiar group of respondents to a peculiar question. In developing the code we initially proposed a number of dimensions which were not included in the final instrument simply because respondents did not focus upon them. On the other hand, we feel that this code is adequate to deal with the data for which it was designed.)

Within the "funneling" design, data from the Social Situations analysis were subsequently used to provide backgrounds for a study of teacher role cognitions. Here is how we chose a list of backgrounds: We first listed the number of respondents giving social situations for each setting (Table 4.1). Social situations data from the high frequency settings were then analyzed for 'unique combinations' of response. In our usage a 'unique combination' consists of a reassembly of an entire answer given by a respondent in its dimensional code or gestalt. Thus, a unique response consists of an exact combination of 18 dimensional codes in E_3. To give an example in English, "Writing ", "Writing assignments", "Pupils writing assignments", "Pupils writing lessons", and "Pupils writing assignments with their pencils" are all different unique combinations.

The analysis for unique combinations consists of ferreting out those responses which are given by the greatest proporti n of respondents. Apart from their intrinsic interest as data, the larger the proportion of respondents who give any selected unique combination, the greater the probability of that unique combination being a meaningful description of social behavior for all respondents and the greater the probability that all respondents would judge that social situation as occurring frequently in the setting indicated. Table 4.2 gives (in English) the unique combinations occurring most frequently and the percent of respondents giving each combination. In interpreting this table it should be noted that the percentages listed are based upon the number of respondents giving social situations for the listed setting. Thus, there are actually more high frequency unique combinations listed for Athletic Fields (N=61) than for the Library (N =115). The appearance of a large number of unique combinations for the Classroom reflects both the greater familiarity of respondents with a classification of social situations in such a

TABLE 4.2

UNIQUE COMBINATION SOCIAL SITUATIONS GIVEN WITH GREATEST FREQUENCY IN SELECTED SCHOOL SETTINGS

Setting	Situation	Frequency	% of Respondents
CLASSROOM	(N=205)		
	Reading*	46-25**	22.4
	Study Period*	71-35	34.6
	Taking a Test*	39-30	19.0
	Art Period*	36-29	17.6
	Quiet Game Period*	17-13	8.3
	Music Period*	22	10.7
	Singing Period*	17	8.3
	Arithmetic Period*	23-18	11.2
	Spelling*	18	8.8
	Recitation Period*	23-14	11.2
	Writing Period	16-11	7.8
	Pupils Talking When They Shouldn't*	21	10.2
LIBRARY	(N=115)		
	Reading*	49-40	42.6
	Checking Out Books and Magazines*	28	24.3
	Studying	22-12	19.1
	Doing Research*	28-19	24.3
	Looking for Books and Magazines	19	16.5
PLAYGROUND	(N=98)		
	Organized Games	18	18.4
	Recess or Free Play	13	13.3
	Baseball Games	11	11.2
HALLS	(N=90)		
	Pupils and Teachers Talking	15	16.7
	Going to and from Classrooms	11	12.2
	Teachers Walking	9	10.0
	Teachers Talking Together	13	14.4
CAFETERIA	(N=82)		
	Eating*	33-20	40.2

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* These were the items chosen for eventual inclusion in the Role Study.

** Where two frequencies are listed, the first listed frequency refers to a category formed from several items and the second is the largest item frequency within the group. For instance, "Reading" was formed from two items. "Reading" had a frequency of 25. "Reading Lesson" had a frequency of 21. The largest item frequency was 25, the joint frequency was 46. We made the arbitrary decision to put these two categories of response together in choosing appropriate backgrounds.

AUDITORIUM	(N=74)		
	Plays*	30	40.5
	Assemblies*	19	25.7
	Music Programs	10	13.5
	PTA Meetings	16	21.6
LABORATORIES	(N=58)		
	People doing experiments*	19	32.8
GYM	(N=73)		
	Basketball Games*	16	21.9
	Organized Games	11	15.1
	Calesthenics*	15	20.5
	Physical Education	13	17.8
ATHLETIC FIELDS	(N=61)		
	Football Games*	25-22	41.0
	Baseball Games*	16-14	26.2
	Track Meets*	22-20	36.1
	Band Concerts or Parades*	13-10	21.3
	Athletic Contests	11-6	18.0
	Organized Games	7	11.5
GROUNDS AND WALKS	(N=57)		
	Recess	6	15.4
	Talking	6	15.4
	Playing	5	12.8
GUIDANCE OFFICE	(N=41)		
	Personality Tests and Records	8-5	19.5
	Occupational Guidance	8	19.5
	Disciplinary Problems	11	26.8
	Personal Problems	10	24.4
ADMINISTRATIVE OFFICE	(N=45)		
	Conferences	7	15.6
TEACHER'S LOUNGE	(N=44)		
	None		
SHOP	(N=52)		
	None		

SUPPLY ROOM	(N=33)
STAIRS	(N=26)
LOCKER ROOMS	(N=14)
SWIMMING POOL	(N=21)
CLOAKROOMS	(N=22)
LAVATORIES	(N=22)
STORE ROOM	(N=18)
MEDICAL OFFICES	(N=12)
FIRE ESCAPES	
BOILER ROOM	
JANITORS' ROOM	

These settings had too few respondents to be worth an item analysis for Social Situations

setting and the fact that respondents gave more social situations for the Classroom (on the average) than for any other setting. (See Volume 2 3/ for a fuller analysis of these data.)

A word about the strategy of background analysis. There is no reason why an analysis of settings must preceed an analysis of social situations. However, the investigators wished to avoid more than one complex, open-ended code, and materials were avilable on a classification of settings in both the dommunity and and school whereas we were able to discover no previous research on the social situations of school settings. Once again, it is not assumed that our study is a definitive one in this area. Our interest was merely in developing a catalogue of settings and social situations which would serve as backgrounds of teacher role cognitions. Once more it should be recalled that this study of backgrounds is incomplete in that no explicit coverage was given to positions represented, purposes, or other alternate contextual elements.

Purposes in Non-School Settings

Appendix B_4 is a single page which was given in six copies to all respondents. Once again, each of the six sheets was designated with a setting, only for B_4 the settings chosen were non-school, community settings. As a result of pilot studies, the investigators concluded that a purpose or 'functional' specification of background would be more meaningful to respondents for community settings than a social situation background. Accordingly, in Form B_4 we asked respondents to indicate "What the teacher is doing" in the setting specified. Once again, respondents were also asked to indicate the ranking of likelihood if they gave more than one purpose.

Unfortunately, these data were very heterogeneous in that they were sufficiently 'poor' that after working for three months to code them we concluded that the gain was not worth the candle. This reflects either upon the poor methods or instructions given to respondents or upon the lack of utility of purposes as a background for teacher role cognitions. Whichever the case, our formal study of non-school settings as a background, and for the most part our study of teacher role cognitions in community settings, terminated at this point of the study.

The Salient Traits of Teachers

Appendix B_5 deals with a two-page form concerned with teacher traits. The inclusion of a form dealing directly with teacher role cognitions in the Background Study was merely an attempt by the investigators to provide an escape hatch in case all of our other methods drew a blank. It will be seen that this form asked respondents four different questions designed to elicit traits of teachers. The four questions dealt with positive norms and expectations of the 'typical' teacher, characteristics which differentiated teachers from one another, and traits of young people going into teaching today. (In retrospect, the wording of the four questions seems incredibly obtuse to the investigators.)

From B_5 data were coded using the same instrument afterwards developed for Form C_3 of the Role Study. It appears in Appendix E_6 and will be described in the next chapter.

CHAPTER V
THE ROLE STUDY

Introduction

The Role Study was a two-and-one-half-hour group interview study consisting of five substantive instruments and a personal data sheet which was administered to 927 respondents from the Kansas City metropolitan area and the University of Kansas City. Respondents represented ten social positions defined in relationship with the public school: teachers, parents, pupils, supervisors, board members, principals, superintendents, students of education, students majoring in other fields, and students who had not yet chosen a college major. Instruments of the Role Study were designed principally to investigate the content areas and cognitions constituting the role of the public school teacher as held by these various respondents. Data for the Role Study were gathered during the Winter and Spring of 1959-60. Forms used in this study appear in Appendix C. Two item lists used appear in D_3 and D_4. Codes developed to deal with responses to Role Study questions appear in E_4, E_5, E_6, and E_7. Reports of findings from the study may be found in Volumes 2, 3, 4, 5, and 6 3, 4, 5, 6, 7/ and in other articles.

Personal Information

Appendix C_1 displays the form used in the Role Study to collect personal information. Included in this form were a variety of questions designed to elicit background information from respondents which might prove useful in explaining the variance of various dependent variables (such as norms or expectations held for the teacher). It will be seen that many of the questions used in C_1 are drawn directly from similar questions used to elicit personal information in the Background Study (Form B_1). However, Form C_1 is a far simpler instrument.

The first two pages of C_1 were administered to all respondents. Page 3 was given only to certain respondents. Teachers and administrators were given page 3_a, while all college students filled out page 3_b.

The questions asked in Form C_1 are, for the most part, self-explanatory. A code was developed to deal with open-ended questions from this form and is displayed in Appendix E_4. It should be noted that some additional pieces of personal information (such as respondent position, school, country, state, etc.) were not recorded on the Personal Information Form but were kept as separate records until codes according to the instructions in Appendix E_4 were recorded.

Open-Ended Questions About Teacher Behavior

Appendix C_2 deals with a series of open-ended questions about own norms and expectations for teacher behavior in school backgrounds defined, for the most part, as a combination of setting and social situation. This form consisted of an explanation sheet (page 1) and 8 answer sheets (page 2). Each of the answer sheets was headed with a background, and respondents were asked to give as many positive norms, negative norms, and expectations they could think of for teacher behavior in that background.

Forty backgrounds in all were studied with C_2. These backgrounds fell into four groups: (1) Settings alone (for instance, classroom or library). (2) Social situations alone (for instance, reading period). (3) Setting-Social situation pairs (for instance, classroom during a reading period). (4) Super-settings (one example only was used, the public school). Backgrounds chosen for inclusion were developed out of the Background Study. It will be recalled that in Table 4.1 there were 10 school settings for which the averaged expectation exceeded the figure, 3.50. It was arbitrarily decided to include these settings (alone), all high frequency social situations occurring in pairs with these settings, a selection of high frequency social situations to be used without settings, and the single super-setting of the school. Accordingly, in Table 4.2, all social situations paired with non-classroom settings which were given by 20% or more of respondents and all social situations in the classroom given by 8% of more of respondents were listed. Then, in addition, the social situations of study period, reading period, a period of organized games, and recess period (all of which were also included as pairs with one or more settings) were included. The complete list of included backgrounds appears in Appendix D_3.

The method of choosing backgrounds insured: (1) That salient settings and social situations (for a large group of respondents) were given. (2) That a study of backgrounds and their effects upon role cognitions could be made. Such a study could compare settings against social situations, each used alone, against the greater specificity of the pair, etc. (3) That a variety of school backgrounds would be represented.

In order to protect respondents from fatigue, Form C_2 was broken into five issues, each listing eight backgrounds. Assignment of backgrounds to issues (A, B, C, D, and E) was made such that: (1) No person was given both a setting or social situation used alone and also the same background paired with another. (2) Settings, social situations, pairs, and the super-setting were distributed evenly among the sets. (3) Each set of backgrounds (recorded on single C_2--page 2 sheets) was rotated so as to minimize serialized effects and fatigue. The exact issue assignments of the background items are given in D_3.

One modification of these procedures was made during the first two weeks of data gathering (immediately prior to Christmas vacation, 1959). During this period, Form C_5 was not available. (Content items for form C_5 were drawn from an initial, hand analysis of data from Form C_2 which was done during Christmas vacation.) Additional time was thus available, and respondents were asked to give norms and expectations for additional backgrounds in C_2.

The 20 additional backgrounds thus treated were chosen in a fashion similar to that described above and are also listed, together with the issue in which they were found, in List D_3. Data from these low-N backgrounds, however, have not been analysed extensively.

Answers given to Form C_2 were analyzed with a code developed especially for the purpose which is given in Appendix E_5. Each response was coded individually, and as many as 30 responses from the respondent were coded from a given page 2 of C_2. It will be noted that Code E_5 provides for up to six aspects of a norm or expectation to be coded. These dimensions included:

(1) Action (verbal descriptions of teacher behavior)...
(2) Manner (adverbal descriptions of teacher behavior).
(3) Imputed cognitive structure.......................
(4) Purpose
(5) Target
(6) Sub-positions of the teacher position

These dimensions
were scale
pointed

As with previous content codes, only those aspects of the response actually given were coded. For example, "Helping pupils" would be coded in dimensions one and five, and so on.

Numerous code categories are given in each of the six dimensions for expressing the content of volunteered norms and expectations. In addition: (1) Each of the first three dimensions was 'pointed' such that whether or not the teacher was or was not exhibiting the characteristic being discussed could be coded. This pointing ran from '1'—Presence, to '5'—Absence. For example, "Helping pupils" would be coded a '1' in Dimension I, while "Not helping pupils" would be coded a '5'. (2) Dimension 4 (Purpose) was coded differently depending upon whether the goal being discussed was target-held or teacher-held. Thus, "order" was ordinarily assumed to be a teacher-goal while "How to perform" referred to a pupil-goal. (3) Dimension 5 (Target) was coded distinctly depending upon whether the target was a single other or a group of others. (4) Dimension 6 (Sub-positions of the teacher position) was coded only if the respondent clearly indicated that the response referred to only a designated sub-class of

2

teachers. By far the largest group of these responses were inadvertent sex indications; e.g., "She would..." or "Putting on lipstick".

(Once again, it should be noted that Code E_5 expresses a micro-theory of the significant dimensions of role cognition. The authors are, however, somewhat more secure in the particular dimensions of this code than in the previously discussed code, E_3. Specifically, several implications of this micro-theory are explored in Volumes 2 and 3 _3,4 _/.)

In analyzing data from Form C_2 two distinct techniques were made use of. A unique combinations analysis identified the total response patterns which were given with high frequency, and then the high frequency combinations were subjected to a number of analyses for positional differences, etc. In addition, a dimensional analysis was made of those responses coded in each of the six dimensions. Results from both analyses are reported in various volumes.

Open-Ended Questions about Teacher Traits

Appendix C_3 consists of two, nearly identical sheets which ask the respondent to indicate positive norms, negative norms and expectations for teacher traits. Lay-out of these sheets is similar to page 2 of C_2. The two forms of C_3 differ only in the wording of the trait question. Form A asks, "What different, general characteristics of teachers...?" while Form B reads, "What types of teachers...?" These alternate forms were provided to test the hypothesis that Form A (implying traits only) would show greater variability than Form B (implying sub-positional classification based upon traits). The two forms were each administered to one-half of all respondents, and whichever form a given respondent received was determined randomly.

Data from C_3 were coded, and the code used is given in Appendix E_6. Once again, each response given to C_3 was coded separately. This code is actually very similar to E_5, in that categories from the first three dimensions of E_5

were used in E_6. However, E_6 was developed as a uni-dimensional code with a forced-choice being given to the primary focus of the response for coding purposes. (As a matter of actual fact, a greater number of responses given to C_3 were actually uni-dimensional--usually one word--than were given to C_2). This code was also used to code responses to Form B_5 from the Background study which also dealt with teacher traits. Results from the analysis of C_3 are reported in various volumes.

Teacher Problems

Form C_4, which consists of a series of nine open-ended questions concerned with problems for the teacher, was quite frankly designed as a 'hedge' against the possibility that other data would not turn up with results. There was no particular conceptualization of this form other than a 'hunch' that the 'problem' background might prove another way to get at teacher role. No use has been made of these data other than to suggest several items which were included in Form C_5.

Scaled Cognitions for Teacher Behavior

Appendix C_5 reports a nine-page form designed to elicit own and attributed norms and expectations from respondents using pre-scaled instruments. In terms of the 'funneling' design, this form represents Step 5 or the definitive study of role cognitions; and the Pilot Study, Background Study and Form C_2 were all designed to produce an effective instrument for this purpose.

50 items were included in Form C_5, each one of which consisted of a teacher behavior-in-background scale. It will be recalled that in the unique combinations analysis of Form C_2 data, those teacher behaviors in backgrounds which were expected, liked and disliked by respondents could be identified. It must be recalled, however, that this 'identification' was based primarily upon frequency of volunteered content categories and not upon total or random

sample of the population. Accordingly, during Christmas vacation, 1959, the investigators took the first 200 interviews from respondents and did a hand tabulation of unique combinations from Form C_2. Combinations were listed which met the folowing criteria: (1) They were given by 5% or more of respondents. (2) They showed at least one of the following indications of disparities in role cognitions held for the teacher:

(a) The same item was given by respondents as both a positive norm and a negative norm.

(b) The same item was given by respondents as both an expectation and a negative norm.

(c) The item was given by respondents as an expectation, as was its obverse.

(d) The item was given by respondents as a positive norm, as was its obverse.

(e) The item was given by respondents as a negative norm, as was its obverse.

(f) The item was given by respondents as a positive norm, while its obverse was given as an expectation (or vice-versa).

From this group of items which met these criteria, and a few items selected from a hand analysis of Form C_4, a list of teacher behaviors-in-background were compiled. Each item was then scored in terms of a five-point scale of behavioral alternatives ranging from '1'—Doing little or none (of the behavior involved) to '5'—Doing a great deal. A list of items used in C_5 is given in Appendix D_4.

Form C_5, then, consisted of a face sheet, a sheet asking for own expectations, three separate sheets asking for expectations attributed to People in General, Teachers, and School Officials, a sheet asking for own and positive and negative norms, and finally three separate sheets asking for norms attributed to People in General, Teachers, and School Officials. (One additional sheet was given to teacher respondents which asked for expectations for their own behaviors.) Answers were indicated by the respondent circling one of five listed numbers, and separate rows of numbers were provided for positive and negative norms. In terms of the previously mentioned distinctions, this method which uses a single scale to measure modal cognitions of various sorts is known as the 'scale-point' technique.

As with Form C_2, considerable respondent fatigue would have been engendered if each respondent had to answer questions (12 of them!) for all 50 items. As a result, C_5 was also broken into five issues, and respondents dealt with only 10 items. Once again, the issue given to any respondent was determined randomly. However, due to clerical error and the snow, relatively few of two of the issues of Form C_5 (issues D and E) were administered to community respondents. Thus, some of the results to be presented deal only with 30 items from C_5 rather than the full 50. Student respondents, however, were given all five issues of the form.

Results from analyses of the data of Form C_5 are given in various volumes and separate publications

Motivations for Teaching

Appendix C_6 is an instrument designed to measure motivations with regard to the teaching profession. In two separate forms it was administered to teacher and student respondents only. Form C_6A, consisting of 8 pages, was administered to teachers. Form C_6B, consisting of 7 pages, was administered to college student respondents. (Note: In Appendix C_6, the three introductory pages administered to students are at the end of the appendix. In the student questionnaires, pages 4 through 8 were renumbered 3 through 7.)

C_6 was designed to measure teacher motivations with three kinds of instruments. (1) Open-ended questions were provided which were designed by the investigators to get at the content of teaching motivations. (2) "Unconscious motivations" were measured by an instrument previously developed for this purpose by Stern and Masling 22/. (3) Scaled instruments were included which had previously been developed by Colombotos which measured "conscious" motivations on a predetermined set of dimensions.

A code, given in Appendix E_7, was developed to deal with responses given to open-ended motivational questions. This code is based upon an initial break-down of responses into practical, personal, or idealistic with a number of content categories provided under each molar category.

Analyses of the motivation-cognition interaction are in process at this writing and will appear later.

CHAPTER VI
LIMITATIONS

Introduction

No description of empirical techniques is complete without a summary of those limitations apparent to the investigators. While not complete, the following list seems to us to cover the major points.

Limitations of the Conceptualization

It should be noted that the concepts used in these studies are not 'exactly' the same as role concepts used by other authors. Specifically:

(1) It is assumed that role cognitions are held by individuals and not, in consensus (actual or assumed), by a group. Thus, we have asked individuals what they wanted or expected and though others wanted or expected; not what the 'group' wanted. This limitation maximizes the probability of finding cognitive disparities.

(2) Role is assumed to be a cognitive, rather than a behavioral (or other) phenomenon.

(3) We have confined our consideration to own and attributed norms and expectations, while occasionally other kinds of role cognitions have been studied. (On the other hand, the majority of both theoretical and empirical studies have emphasized these orientations.)

(4) Role content has assumed to be the province or the respondent rather than to be imposed by theory or the investigator.

Limitations of the Design

The methods used in the studies carry their own limitations. Among the most obvious are:

(1) The 'funneling' design was not complete. Specifically, we did not study the universe of respondents who might hold cognitions for teachers, power and decision-making with regard to the teaching profession, the identification and designation of the teacher position, nor whether role cognitions were more often held for sub-positions (or super-positions) involving teachers.

(2) Numerous short-cuts were adopted in the funneling steps taken. For the most part these involved the selection of a limited number of items to represent a universe and (in Form C5) the setting up of arbitrary, five-point scales. Items chosen for additional study were minimally salient for a percentage of respondents and were usually chosen upon expectational grounds.

(3) No study of actual teacher behaviors was conducted, nor were teacher behaviors covered at all, other than with a single question (asked in Form C_5) of teacher respondents.

(4) Non-school aspects of teacher role have been neglected in favor of a careful coverage of teacher role in school.

(5) Certain kinds of backgrounds have been glossed over, particularly functional backgrounds, contexts composed of persons representing certain positions, and serialized states of interaction.

(6) No study has been made whatsoever of the 'real' environments of teachers, the social and physical conditions under which teachers must labor.

(7) Historical changes in teacher role have been ignored except in certain interpretations given to findings.

Limitations of the Samples

Finally, the samples chosen for the studies impose additional limitations:

(1) The studies were conducted in an urban setting in a mid-western city. Although we sampled respondents from various community settings in this community, it is unlikely that all findings will generalize to the isolated small town. It is even less likely that findings will generalize to the megapolis, to the deep South, or to other Western European societies.

(2) The samples were bounded in time no less than in space. We would expect that with the rapid changes taking place in the status of teachers (as reflected in, for instance, the rising salary of the teacher) gross changes would take place in teacher role. Findings of these studies have topical interest for this year and next. Their permanent relevance, however, lies in their demonstration of the utility of a role orientation and their generation of significar propositions for role theory.

(3) The samples were limited in being randomly chosen groups of persons belonging to defined social positions with regard to the school rather than 'the public It is quite probable that such samples do, indeed, represent 'the public' (particularly that segment which makes decisions with regard to school matters) but this has not been established.

(4) Finally, the samples were under-represented from certain population groups, particularly the lower class and ethnic minorities.

Discussion

These limitations impose a restraint upon interpretations drawn from the three field studies. It should be clear that the field of coverage here is not the role of the public school teacher, but rather a small, carefully chosen, 'center' section of that role. The studies are strong in their coverage of various types of role cognitions, and in their attempt to get at the 'contents' of roles held for the teacher. We hope that the major contributions of these studies lie in the stating of a useful set of concepts, the erection of an integrated method for studying a total role, and the generation of significant propositions for the body of role theory. This does not imply that insights can not be gained about public school teacher role from our data. On the contrary, numerous non-obvious results have appeared in our findings. But the broader applicability of these findings must be checked with further research in other settings.

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APPENDIXES

APPENDIX A

PILOT STUDY FORMS

Form A_1 - Page 1

Attributed Cognition Pilot Study

General Instructions

This is a study of the beliefs and attitudes which people hold about public school teachers. There are no right or wrong answers. We only want to determine how you feel about public school teachers and how you think others feel about them. You may be sure that your answers will be treated as confidential.

You will be given a list of one-hundred items divided into three categories: Traits, Behaviors, and Physical Locations. Each of these items pertain to teachers--teachers possess certain personality traits, they behave in certain ways, and they inhabit certain physical locations. For each of these items, we are going to ask you two types of questions: (1) Would you personally like for public school teachers to possess these personality characteristics, (to behave in these ways, or to be in these physical locations. (2) Do you personally expect public school teachers to possess these personality characteristics, (to behave in these ways, or to be in these physical locations.) In addition, we want to find out how you think that others feel about these same items.

You will now be given specific instructions about how to indicate your answers to these questions.

Form A_1 - Page 2

First Order Cognitions

(Norms)

For each of the items on the following list, we want to find out two things: (1) Would you personally like for public school teachers to possess these personality characteristics, (to behave in these ways, or to be in these physical locations)? (2) How strongly do you feel about this? In order to answer both of these questions for each item on the list, all you have to do is select a number from the following scale and record it in the box opposite the item:

SHOULD NOT					SHOULD	
1	2	3	4	5	6	7
Very Strongly	Moderately	Not Strongly At All	Don't Care	Not Strongly At All	Moderately	Very Strongly

SAMPLE ITEMS

1. Stupidity.............. ☐
2. Beats Students......... ☐
3. Nudist Colony.......... ☐

If you believe that teachers should not be stupid, choose 1, 2, or 3, to indicate how strongly you feel about this. On the other hand, if you would like for them to be stupid, choose item 3, 6, or 7. If you don't care one way or the other, choose 4. For Sample Items 1 and 2, record your choice in the box to the right of each item at this time.

For Sample Item 3, the question is as follows: If you heard that a public school teacher was in this place, even though you didn't know what the teacher was doing there, how would you feel about it? Record your answer for Sample Item 3 at this time. Are there any questions?

Form A_1 - Page 3

Second Order Cognitions

(Norms)

You have just indicated your personal feelings about public school teachers. Now, we would like for you to tell us how you think others feel about them. You will use the same scale as before to tell us (1) Do you think that other people like for public school teachers to possess these personality characteristics, (to behave in these ways, or to be in these physical locations)? and (2) How strongly do you think they feel about this?

At this point, you are probably thinking "what other people?" Well, we want you to predict the feelings about teachers held by a number of different groups. These groups are as follows:

1. Other people in general
2. Other college students
3. Parents of public school pupils
4. Public school teachers

You are to go through the list four times, once for each of the groups. Please note that item 4 refers to the question, "How teachers feel about teachers in general." Remember, there are no right or wrong answers. Just make the best guess that you can about how others feel.

Form A_1-Page 4

First Order Cognitions

(Expectations)

For each of the items on the following list, we want to find out if you personally expect teachers to possess these personality characteristics (to behave in these ways, or to be in these places)? Remember, we are only interested in determining your objective expectations. Whether or not you like these things is not the question. In order to indicate your expectation for each trait and behavior item on the list, all you have to do is to select a number from the following scale and record it in the box opposite the item.

1	2	3	4	5	6	7
None	Very Few	A Minority	About Half	A Majority	Almost All	All

SAMPLE ITEMS

1. Stupidity............☐
2. Beats Students.......☐
3. Nudist Colony........☐

If you believe that almost all public school teachers are stupid, place a 6 in the box opposite the item. If, on the other hand, you feel that only about half of the teachers are stupid, place a 4 in the box. Answer the first two sample items at this time.

For Sample Item 3, the question is: "If you were to go to this place, how often would you expect to find a teacher there?" To answer this question, select a number from the following scale:

1	2	3	4	5	6	7
Never	Very Seldom	Not Very Often	A Moderate Amount of Time	Fairly Often	A Great Deal of Time	All the Time

If you think that you would always see teachers in nudist colonies, place a 7 in the box opposite Sample Item 3. Are there any questions

Second Order Cognitions

(Expectations)

You have indicated your personal expectations for public school teachers. We would like to find out what you think others expect of them. You will use the same scales as before to indicate how many teachers others think possess these personality characteristics and do these things, or how often other people expect to see teachers in these places.

Again, you are to predict the expectations that others hold for teachers. You will make your predictions for the following groups:

1. Other people in general
2. Other college students
3. Parents of public school pupils
4. Public school teachers

Please go through the list four times, once for each of the groups. Remember, there are no right or wrong answers. Just make the best guess that you can about the expectations of others.

Form A_2 - Page 1*

NAME ____________________

General Questions

1. What is your general reaction to public school teachers as a group?

(Check one of the following statements)

1. I dislike teachers quite a bit. ____
2. I dislike teachers slightly. ____
3. I feel neutral about teachers. ____
4. I like teachers slightly. ____
5. I like teachers quite a bit. ____

2. How do you feel that other people in general react to public school teachers as a group?

(Check one of the following statements)

1. They dislike teachers quite a bit. ____
2. They dislike teachers slightly. ____
3. They feel neutral about teachers. ____
4. They like teachers slightly. ____
5. They like teachers quite a bit. ____

Personal Information

Sex ________ Age ________

Vocational Goal ______________ College Major ________

Present Vocation __________

Father's Occupation __________

Name of Class ______________

---

*The code for this form is found in Appendix E_1.

Form A_2 - Page 2

Class ____________ Name ____________________

Date ____________ Cognition Type __________

Sentient Object __________

TRAITS

1. Insobriety..........................( )
2. Sarcastic and Abusive Manner.......( )
3. Drug Addiction.......................( )
4. Ineffectiveness......................( )
5. Sexual Immorality....................( )
6. Profanity............................( )
7. Depression...........................( )
8. Autocratic Attitude..................( )
9. Jealousy.............................( )
10. Deficient Auditory Sense............( )
11. Sissiness...........................( )
12. Old Maidishness.....................( )
13. Dreamy Manner.......................( )
14. Straight-lipped Expression..........( )
15. Impersonal Attitude.................( )
16. Minister-Like Appearance............( )
17. Old Age.............................( )
18. Entertaining Ways...................( )
19. Religiousness.......................( )
20. Wrinkles............................( )
21. Meticulousness......................( )
22. Thrift..............................( )
23. Good Voice..........................( )
24. Animation...........................( )
25. Popularity..........................( )

26. Seriousness......................( )
27. Friendliness.....................( )
28. Normality........................( )
29. Decisiveness.....................( )
30. Progressiveness..................( )
31. Broad Interests..................( )
32. Sincerity........................( )
33. Courtesy.........................( )
34. Emotional Stability..............( )
35. Impartiality.....................( )

BEHAVIORS

1. Presents Alibi Instead of Completed Work.................( )
2. Shows Peevishness at Having to Take a Slow Pupil or Group..( )
3. Has Favorites Among Pupils...............................( )
4. Just Sits in Classroom...................................( )
5. Sets a Higher Standard of Behavior for Neighbor's Children Than for Own Children............................( )
6. Boasts About Education and Training......................( )
7. Lets Minor Things Arouse and Worry Him...................( )
8. Objects to Taking Part in Assembly Program...............( )
9. Gossips..( )
10. Stops Pupils During an Enjoyable Activity to Correct Them( )
11. Clears Voice Frequently.................................( )
12. Associates with Persons of Questionable Character.......( )
13. Talks Shop All the Time Out of School...................( )
14. Wants to Stop at Three O'clock..........................( )
15. Uses Shop to Manufacture Articles for Own Use...........( )

BEHAVIORS

16. Makes Political Speeches..................................( )

17. Has a Rigid Course of Training............................( )

18. Becomes a Member of Consumer's Cooperative for Food,
Gasoline, etc...( )

19. Is Not Active Politically.................................( )

20. Teaches After Marriage (Woman)............................( )

21. Writes up Experiments and Puts Them into the Form of
a Report or Articles for a Magazine.......................( )

22. Stays Home at the First Sign of a Cold or Illness.........( )

23. Speaks Rapidly When Discussing a Question of Interest
to Him..( )

24. Owns Car..( )

25. Uses Lipstick...( )

26. Gets Supervisor to Teach in Order to Learn Better Methods( )

27. Uses the Simplest Illustrations...........................( )

28. Denies Special Privileges to Obstreperous Pupils..........( )

29. Refrains from Engaging in Political Activity While
on Duty...( )

30. Always Wears a Pleasant Expression........................( )

31. Checks Work Plans with Previous Ones in Order to
Correct Faults Discovered.................................( )

32. Looks for New Materials in the Public Library.............( )

33. Follows up the Recitation.................................( )

34. Has Conventional Table Manners............................( )

35. Follows a Definite Procedure to Gain Objective............( )

36. Lessons are Well Prepared and Presented...................( )

37. Shows Much Patience When Pupils do not Understand.........( )

38. Signs His Name for Library Books When Taking Them Out....( )

39. Admits Frankly to the Principal His Inability to
Handle a Situation..( )

40. Recognizes Individual Differences.........................( )

PHYSICAL LOCATIONS

1. Beer Supply Company........................( )
2. County Jails...............................( )
3. Taverns....................................( )
4. Liquor or Drug Addiction Clinic............( )
5. Prisons....................................( )
6. Dog Race Tracks............................( )
7. Billiard Parlors...........................( )
8. Police Stations............................( )
9. Slums......................................( )
10. Horse Race Tracks.........................( )
11. State Patrol Offices......................( )
12. Boys' or Girls' Private School............( )
13. Catholic Churches.........................( )
14. Settlement Houses.........................( )
15. Psychiatric Receiving Center..............( )
16. Driving School............................( )
17. Bible School..............................( )
18. Children's Home (For Orphans).............( )
19. Junior College............................( )
20. Superintendent of Schools' Office.........( )
21. Public Museums............................( )
22. Educational Workshops.....................( )
23. Teachers' College.........................( )
24. Bookstores................................( )
25. Public Art Galleries......................( )

Form A_2 - Page 6

Form A_2 consisted of 41 pages of which the last 40 were 10 repetitions of pages 2 through 5 already displayed. Respondents were asked to indicate the following pieces of information:

Own Norms	Pages 2 through 5
Norms for People in General	Pages 6 through 9
Norms for College Students	Pages 10 through 13
Norms for Parents	Pages 14 through 17
Norms for Teachers	Pages 18 through 21
Own Expectations	Pages 22 through 25
Expectations for People in General	Pages 26 through 29
Expectations for College Students	Pages 30 through 33
Expectations for Parents	Pages 34 through 37
Expectations for Teachers	Pages 38 through 41

APPENDIX B

BACKGROUND STUDY FORMS

____
Respondent No.

Personal Information

Instructions: As you know, we are interested in the kinds of ideas you have about public school teachers. The ideas you hold may reflect what kind of a person you are. This sheet is designed to tell us a few things about yourself. Please answer the following questions to the best of your ability.

1. What is your age? ____________________ (Please answer in years).

2. What is your sex? Male ________ (Please check one)
Female ______

3. Where were you born? (Please check one)
In my local area _________
Elsewhere in Kansas City _________
Elsewhere in Missouri _________
Elsewhere in Kansas _________
Elsewhere in the United States _________
In another country _________

If you were not born in the Kansas City area, please write out the place of your birth. ____
(City) (State) (Country)

4. Where have you spent most of your life? (Please check one)
In my local area _________
Elsewhere in the Kansas City Area _________
Elsewhere in Missouri _________
Elsewhere in Kansas _________
Elsewhere in the United States _________
In another country _________

If you did not spend most of your life in the Kansas City area, please write out where you did spend it. ____________________________________
(City) (State) (Country)

(If you have lived in too many places to give a simple answer, please write "Various places" in the blank above.)

5. From what foreign country did your forefathers come originally?

______________________________ (If you do not know, please write "unknown").

6. What is your race? (Please check one)
Negro _____
White _____
Oriental _____
Other ______________________________
(Please specify)

7. How many years of education have you completed?

Grade School	High School	College (or Professional School)	Graduate School
1st ( )	Fr. ( )		
2nd ( )	Soph. ( )	Fr. ( )	One ( )
3rd ( )	Jr. ( )	Soph. ( )	Two ( )
4th ( )	Sr. ( )	Jr. ( )	Three ( )
5th ( )		Sr. ( )	Four ( )
6th ( )			More
7th ( )			
8th ( )			

(PLEASE CHECK THE LAST YEAR YOU HAVE COMPLETED OR THE ONE YOU ARE NOW IN)

---

*The code for this form is found in Appendix E_2.

Form B$_1$ - Page 2$_a$ (for adults only)

8. Religious Affiliation

Are you a member of a church? (Please Check One)

No, I do not belong to a church and have no church affiliation ____

I do not belong to a church, but I consider myself affiliated with a church ____

I belong to a church ____

If you belong to a church or are affiliated with a church, what church is it? ____

Do you attend church? (Please Check One)

No, I do not attend church ____

I attend church only infrequently ____

I attend church often ____

I attend church every week or oftener ____

9. What is your marital status? (Please Check One)

Never married ____

Married ____

Separated ____

Divorced ____

Widowed ____

10. Please describe your occupation, or if you are not the main wage earner in your family, the occupation of the main wage earner. (Include what you do and where you work) ____

____

11. Is property owned by you or your immediate family? (Please Check One)

We own no property other than movable things (automobiles, furniture, clothes and personal property ____

We own our home (even though it be mortgaged) ____

We own property in addition to our home ____

12. What are your favorite hobbies?

13. Will you please list below any local or civic organizations of which you are a member?

14. Will you please list below any professional or national organizations of which you are a member?

15. Please explain in a short sentence what you believe to be the two or three most important problems facing education today.

8. Religious Affiliation (Please Check One)
   Are you a member of a church?
   No, I do not belong to a church and have no church affiliation ________
   I do not belong to a church, but I consider myself affiliated with a church ________
   I belong to a church ________

   If you belong to a church or are affiliated with a church, what church is it? ________________________________

   Do you attend church? (Please Check One)
   No, I do not attend church ________
   I attend church only infrequently ________
   I attend church often ________
   I attend church every week or oftener ________

9. Are your parents? - (Please Check One)
   Separated (living apart) ________
   Divorced ________
   Widowed (mother or father dead) ________
   Living at home ________

10. Please describe your father's job, or if your father is not the major earner in your family the job held by the major earner. (Include what he does and where he works).

    ____

    ____

11. Is property owned by you or your immediate family? (Please Check One)
    We own no property other than movable things (automobiles, furniture, clothes and personal property) ________
    We own our own home (even though it be mortgaged) ________
    We own property in addition to our home ________

12. What are your favorite hobbies?

Form B$_1$ - Page 3$_a$ (for school teachers and administrators only)

16. Please describe in a short sentence your major job in the school system. What do you spend most of your time doing?

17. How many years of teaching experience have you had?
None ____________
Elementary ____________ (Please check or fill in)
Junior High ____________
Senior High ____________
College ____________

18. In what areas of curriculum would you feel especially qualified?

19. How many years have you been in your present position? ____________

20. What is your academic training?
Certification ____________
BA ____________
MA ____________
Graduate work beyond MA____________
Ph.D. ______

21. At what normal schools, colleges or universities did you receive your academic training?
Undergraduate ____________________________________
Graduate ____________________________________

22. Please describe in a short sentence the major reasons which caused you to enter the profession of education.

23. Please explain in a short sentence, if you had to do it over again, would you still enter education and why.

Form B_1 - Page 3_b (for former teachers only)

16. Please describe in a short sentence the major job you did in the last school system in which you served. What did you spend most of your time doing?

17. How many years of teaching experience have you had?

Elementary ________ (Please check or fill in)
Junior High ________
Senior High ________
College ________

18. In what areas of curriculum did you feel especially qualified?

19. How many years were you in your last teaching position?

20. What is your academic training?

Certification ________
BA ________
MA ________
Graduate work beyond MA ________
Ph.D. ________

21. At what normal schools, colleges or universities did you receive your academic training?

Undergraduate ________
Graduate ________

22. Please describe in a short sentence the major reasons which caused you to enter the profession of education.

23. Please explain in a short sentence, if you had to do it over again, would you enter education again and why.

Form B_1 - Page 4_a (for adults only--one sheet for each family member)

Interview No. 1 Respondent No. ____________

Family Member Information

Instructions: The questions on this page refer to one member of your immediate family. You should fill out one of these pages for each member of your immediate family except yourself. Your immediate family includes your wife or husband, children and any other persons who have lived with you for some time.

Be sure to make out one sheet for each member of your family except yourself. Make out a sheet for each of your brothers and sisters even if they are not now living at home, or if they are now dead.

DO NOT MAKE OUT ONE OF THESE SHEETS FOR YOURSELF!

1. What is this person's relationship to you? ____________________
2. What is his or her age? ____________________ (If dead, please indicate.)
3. Where is this person living now? At home ( ) Away from home ( ) Please check one.
4. How many years of education has this person completed? ____________________
5. Does this person have any present relationship to the public schools in any way? If so, please describe it. ____________________

____

Interview No. 1

____
Respondent No.

Family Member Information

Instructions: The questions on this page refer to one member of your immediate family. You should fill out one of these pages for each member of your immediate family except yourself. Your immediate family includes your father, mother, brothers and sisters and any other persons who have lived with you for some time.

Be sure to make out one sheet for each member of your family except yourself. Make out a sheet for each of your brothers and sisters even if they are not now living at home, or if they are now dead.

DO NOT MAKE OUT ONE OF THESE SHEETS FOR YOURSELF.

1. What is this person's relationship to you? ______________________
2. What is his or her age? __________ (If dead, please indicate.)
3. Where is this person living now? At home ( ). Away from home ( ). (Please check one.)
4. How many years of education has this person completed? ______________
5. Does this person have any present relationship to the public schools in any way? If so, please describe it. ______________________

____

Form B_2 - Page 1

Interview Sheet 1
Recording Sheet for Settings - Non-School

Respondent No.

Settings	Expectation	Norm
Airline Hostess School		
Art or Drama Schools		
Athletic Organizations		
Auctions		
Aviation School		
Beauty Parlor		
Beer Supply Company		
Bible School		
Billiard Parlors		
Board of Education Office		
Bookstores		
Boys' or Girls' Detention Home		
Boys' or Girls' Private School		
Burlesque Show		
Catholic Churches		
Children's Home (For Orphans)		
Christian Science Reading Room		
Church Supply Company		
City Dumps		
City Planning Commission		
Civic Landmarks and Statues		
Civic Organizations		
Colleges		

Respondent No. ____________

Interview Sheet 1
Recording Sheet for Settings - Non-School

Settings	Expectation	Norm
Community Centers		
Convalescent Home (Nursing Home)		
County Jails		
Courts		
Dating Service Bureau		
Doctor's or Dentist's Offices		
Dog Race Tracks		
Driving School		
Dude Ranches		
Educational Organization Meetings		
Educational Workshops		
Evening Colleges		
Fortune Teller's Hall		
Gambling Establishments		
Horse Race Tracks		
Human Relations Commission Office		
Junior College		
Language Institute		
Legitimate Theatres (The Stage)		
Liquor or Drug Addiction Clinic		
Liquor Stores		
Marriage Councilor's Office		
Midget Auto Race Tracks		

Respondent No. ____________________

Interview Sheet 1
Recording Sheet for Settings - Non-School

Settings	Expectation	Norm
Military Academy		
Movie Theatres		
Music Teachers' Studios		
Night Club		
Parochial School		
Police Patrol Cars		
Police Stations		
Political Organization Offices		
Pre-Schools		
Prisons		
Protestant Churches		
Psychiatric Receiving Center		
Public Art Galleries		
Public Gardens and Parks		
Public Libraries		
Public Museums		
Public Recreation Center		
Railroad Station		
Religious Organization Office		
Research Institutes and Laboratories		
School Equipment and Supply Company		
School for Handicapped Children		

Respondent No.

Interview Sheet 1
Recording Sheet for Settings - Non-School

Settings	Expectation	Norm
School for Mentally Retarded Children		
Settlement Houses		
Slums		
Social Service Organizations		
Social Welfare Office		
Speech Correction Clinic		
State Patrol Offices		
Summer Camp		
Summer School Classes		
Superintendent of Schools' Office		
Synagogues		
Taverns		
Teachers' Agencies		
Teachers' College		
Teacher's Own Home		
Theological School		
Universities		
Vocational Guidance Office		
Vocational Rehabilitation Office		
Young People's Organizations		
Youth Bureau		
Public School Administrative Office		
Public School Athletic Fields		

Respondent No.

Interview Sheet 1
Recording Sheet for Settings - Non-School

Settings	Expectation	Norm
Public School Auditorium		
Public School Boiler Rooms		
Public School Cafeteria		
Public School Classroom		
Public School Cloakroom		
Public School Building Fire Escapes		
Grounds and Walks Around the Public School Building		
Public School Guidance Office		
Public School Gym		
Public School Halls		
Public School Janitor's Room		
Public School Laboratories		
Public School Lavatories		
Public School Library		
Public School Locker Room		
Public School Medical Office		
Public School Playgrounds		
Public School Shop		
Public School Building Stairs		
Public School Storerooms		
Public School Supply Room		
Public School Swimming Pool		
Public School Teachers' Lounge		

Form B_3 - (Six sheets given each respondent differing only in setting within the school—see Appendix D_2. The code for this form is found in Appendix E_4.)

Interview No. 1
School Settings Sheet

Respondent No. ______

Place: ______ (School)

Situation: Rank ( )	Situation: Rank ( )	Situation: Rank ( )	Situation: Rank ( )
Situation: Rank ( )	Situation: Rank ( )	Situation: Rank ( )	Situation: Rank ( )

Form B_4 - (Six sheets given each respondent differing only in non-school setting given—See Appendix D_2. The code for this form is found in Appendix E_5.)

Interview No. 1
Non-School Settings Sheet

Respondent No. ____________

(Non-School)

Place: ____________

What the Reacher is Doing: Rank ( )	What the Teacher is Doing: Rank ( )
What the Teacher is Doing: Rank ( )	What the Teacher is Doing: Rank ( )
What the Teacher is Doing: Rank ( )	What the Teacher is Doing: Rank ( )
What the Teacher is Doing: Rank ( )	What the Teacher is Doing: Rank ( )

Form B_5 - Page 1*

Interview No. 1

Respondent No. ____________

Questions on Teacher Types

1. Let us suppose that you had to describe to a foreigner, who was totally unfamiliar with America, what kind of a public school teacher you would most want to educate your children. You might list a number of characteristics of public school teachers which were most important in describing the differences between good and bad teachers. In the numbered spaces below, please list the most important characteristics a good teacher would have which a bad teacher would not have in public school teaching in America today. Remember, you are speaking to a foreigner who is totally unfamiliar with the types of persons who are American school teachers.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________

(If you need more spaces, please use the reverse side of this sheet)

2. Now, suppose in talking to the same foreigner you were to describe the kind of person who was most likely to be a public school teacher. That is, you are now interested in specifying the characteristics of the typical public school teacher in America. In the number spaces below, please list the most important characteristics of teachers which you would use in describing the typical public school teacher in America to a foreigner. (You should feel free to use as many of the characteristics you listed above over again as you wish.)

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________
16. ____________

(If you need more spaces, once again, please use the reverse side of this sheet)

---

*The code for this form is found in Appendix E_6.

3. Now, suppose you were interested in explaining to the same foreigner the great variety of different types of public school teachers in America. You might list various characteristics as making for different types of school teachers in this country. In the numbered spaces below, please list the most important characteristics which make for different types of public school teachers in this country. How many different types of public school teachers can you think of? (Once again, you should feel free to use as many of the previously listed characteristics over again as you wish.)

1. ____________________ 9. ____________________
2. ____________________ 10. ____________________
3. ____________________ 11. ____________________
4. ____________________ 12. ____________________
5. ____________________ 13. ____________________
6. ____________________ 14. ____________________
7. ____________________ 15. ____________________
8. ____________________ 16. ____________________

(If you need more spaces, once again, please use the reverse side of this sheet)

4. Finally, still talking to the same foreigner, suppose you were to describe the kind of young persons who are most apt to go into public school teaching today. Please list below the most important characteristics you would wish to list in describing what the persons are like who are going into public school teaching in America today. (Once again, you should feel free to use as many of the previously listed characteristics over again as you wish.)

1. ____________________ 9. ____________________
2. ____________________ 10. ____________________
3. ____________________ 11. ____________________
4. ____________________ 12. ____________________
5. ____________________ 13. ____________________
6. ____________________ 14. ____________________
7. ____________________ 15. ____________________
8. ____________________ 16. ____________________

(If you need more spaces, once again, please use the reverse side of this sheet)

APPENDIX C

ROLE STUDY FORMS

Form C_1 - Page 1*

____
Respondent No.

PERSONAL INFORMATION

Instructions: As you know, we are interested in the kinds of ideas you have about public school teachers. The ideas you hold may reflect what kind of a person you are. This sheet is designed to tell us a few things about yourself. Please answer the following questions to the best of your ability.

1. What is your age? (Please answer in years) ______________

2. What is your sex? (Please check one)
   Male ______(1)
   Female ______(2)

3. What is your race? (Please check one)
   Negro ______(1)
   White ______(2)
   Oriental ______(3)
   Other ______(4)

   If "Other," please specify ______________________________

4. How many years of education have you completed?

   (Please check the one space which best represents the number of years of education you have completed or are now completing)

   In Grade School
   First ______(1)
   Second ______(2)
   Third ______(3)
   Fourth ______(4)
   Fifth ______(5)
   Sixth ______(6)
   Seventh ______(7)
   Eighth ______(8)

   In High School
   First ______(9)
   Second ______(10)
   Third ______(11)
   Fourth ______(12)

   Other (Please describe) ______________________________

   ____.

   In College or Professional School
   First ______(13)
   Second ______(14)
   Third ______(15)
   Fourth ______(16)

   In Graduate School
   One ______(17)
   Two ______(18)
   Three ______(19)
   Four ______(20)
   More ______(21)

---

*The code for this form is found in Appendix E_3.

5. What church do you attend? ______________________________
(Please fill in the kind of church you attend. If you do not attend any church, please write in "None".)

6. How often do you attend church?
I do not attend church ______(0)
I go to church rarely ______(1)
I go to church often ______(2)
I go to church every week ______(3)

7. What is your marital status? (Or, if you are a minor, what is the marital status of your parents?)
Never married ______(0)
Married and living at home ______(1)
Separated ______(2)
Divorced ______(3)
Widowed ______(4)

8. What is the occupation of the main wage earner in your family? (The main wage earner is the person in your family who brings home the most money. Usually it is the father of the family.)

(Please indicate both what the main wage earner does and where he works)

____

____

9. People sometimes talk about the kinds of social classes in American communities. In your opinion, which one of these terms comes closest to describing the class that your family now belongs to?

(Please check one)

Upper class ______(1)
Upper-middle class ______(2)
Lower-middle class ______(3)
Working class ______(4)
Lower class ______(5)

Form C_1 - Page 3_A (For school teachers and administrators only)

Personal Information

10. Altogether, how many years of public school teaching experience have you had? ____________________

(Please include as public school teaching experience all of those years in which you taught. Do not include those years when you were doing only administrative work or other non-teaching jobs in the school. Do not include college teaching.)

11. How many years of public school administrative experience have you had? ____________________

12. What is your level of academic training?

Working toward certification ______(1)

Certificate only ______(2)

BA (with or without certificate) ______(3)

MA ______(4)

Graduate work beyond the MA ______(5)

PhD ______(6)

13. At what college, teacher's college, or university did you receive your undergraduate training? ____________________

14. At what college or university did you receive graduate training? (If you have not received graduate training, please write "None".) ____________________

Form C_1 - Page 3_B (For college students only)

Personal Information

10. Present college major ______________________________
(If a combined program, please indicate.)

11. Have you chosen a definite vocational objective? Yes ______ No ______
(Check one.)

12. If you answered "Yes" to Question #11, what is your vocational objective?

____

13. Did you ever seriously consider public school teaching as a career?

(Check one.) Yes ______ No ______

14. If your answer to Question #13 was "Yes" and you chose to be a teacher, why did you make this choice?

____

____

15. If your answer to Question #13 was "Yes" and you did not choose to be a teacher, why did you make this choice?

____

____

Respondent No.

FORM ONE-a*

Instructions: The following form consists of a set of sheets headed by a situation in or around the public school in which you might find a public school teacher, and two questions which you are to answer concerning things the teacher might do in that situation.

Question 1 - What different things do you really like or dislike the teacher to be doing in this situation?

In answer to Question 1, you are to fill in the spaces listed below Question 1 with your likes and dislikes for the things the teacher might do in the situation listed on the top of the page. Please list your likes in the upper spaces and your dislikes in the lower spaces. Please fill all spaces, if you can.

Question 2 - What different things do you expect the teacher would be most likely to be doing in this situation?

In answer to Question 2, you are to fill in the spaces listed below Question 2 with your expectations for the things which teachers would be most likely to be doing in the situation listed on the top of the page. Please fill all the spaces, if you can.

Form One consists of two parts. You will work one-half of the form now and one-half later on.

---

*Forms a, b, c, d, and e differed only in heading and in backgrounds utilized. See text and Appendix D_3. The code for this form is found in Appendix E_7.

Form C_2 - Page 2*

Situation: IN THE PUBLIC SCHOOL GYM DURING A BASKETBALL GAME

Question 1 - What different things do you really like or dislike the teacher to be doing in this situation?

LIKES

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

DISLIKES

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

Question 2 - What different things do you expect the teacher would be most likely to be doing in this situation?

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

6.______________________________

7.______________________________

8.______________________________

9.______________________________

10.______________________________

---

*Form C_2 consisted of page 1 followed by 8 copies of page 2 differing only in background specified at the head of the sheet. For a list of backgrounds used, turn to Appendix D_3.

Form C_3 - Page 1_A (administered randomly to ½ of all respondents)*

____
Respondent No.

FORM TWO-A

Question 1 - What different, general characteristics of teachers do you really like or dislike?

The following spaces are to provide room for you to list different general characteristics of teachers which you really like or dislike. Please list your likes in the upper spaces and your dislikes in the lower spaces. Please fill all the spaces, if you can.

LIKES

1.____
2.____
3.____
4.____
5.____

DISLIKES

1.____
2.____
3.____
4.____
5.____

Question 2 - What different, general characteristics do you think are most often found in teachers?

The following spaces are to provide room for you to list different general characteristics of teachers which you think are commonly found in teachers. Please fill all spaces, if you can.

1.____
2.____
3.____
4.____
5.____
6.____
7.____
8.____
9.____
10.____

---

*The code for this form is found in Appendix E_6.

Form C_3 - Page 1_B (administered randomly to ½ of all respondents)

____
Respondent No.

FORM TWO-B

Question 1 - What types of teachers do you really like or dislike?

The following spaces are to provide room for you to list those types of teachers which you really like or dislike. Please list your likes in the upper spaces and your dislikes in the lower spaces. Please fill in all the spaces, if you can.

LIKES

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

DISLIKES

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

Question 2 - What types of teachers do you expect are most often found?

The following spaces are to provide room for you to list those types of teachers which you think would be most often found. Please fill in all the spaces, if you can.

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________
6.____________________
7.____________________
8.____________________
9.____________________
10.____________________

Form C_4 - Page 1*

____
Respondent No.

FORM THREE

Instructions: We should like to ask, now, for you to tell us some things that teachers do which are problems for teachers and for others. Below you will find several questions dealing with problems which teachers may have--or which others may have with teachers. Below each question there are five spaces in which you are to write your answers.

Each answer which you give should be a description of what teachers do. In answering these questions, please put down only those things which you are fairly certain teachers actually do.

Question 1 - What things are done by teachers in school which teachers find it most difficult to do?

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

Question 2 - What things are done by teachers in school which the teacher and others are likely to disagree about?

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

Question 3 - What things are done by teachers in school which have the greatest effect on pupils?

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

Question 4- What things are done by teachers in school which have the greatest effect on the teacher holding his or her job?

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

---

*The code for this form is found in Appendix E_9.

Question 5 - What things are done by teachers out of school which teachers find it most difficult to do?

1.
2.
3.
4.
5.

Question 6 - What things are done by teachers out of school which the teacher and others are likely to disagree about?

1.
2.
3.
4.
5.

Question 7 - What things are done by teachers out of school which have the greatest effect on pupils?

1.
2.
3.
4.
5.

Question 8 - What things are done by teachers out of school which have the greatest effect on the teacher holding his or her job?

1.
2.
3.
4.
5.

Question 9 - Taking everything into consideration, what are the most important things a teacher must do, both in and out of school, in order to do a good job as a teacher?

1.
2.
3.
4.
5.

Respondent No.

FORM FOUR-A*

INSTRUCTIONS

We are going to ask you some questions about what you expect, like and dislike teachers to do. We are also going to ask you questions about what you think other people expect, like or dislike teachers to do. In contrast to previous forms, all the questions in this form can be answered by circling a number to indicate the answer that you have chosen.

If you will turn to the next page you will see that there are ten questions dealing with different things a public school teacher might do in different situations. For each question, please read the situation carefully and then circle the number by the answer which best shows your own expectation for teachers in that particular situation. Please choose only one of the five possible answers for each question. Please answer all questions.

On pages two, three and four, you will be answering questions about what you think other people expect teachers to do in particular situations. These questions are to be answered by circling the number by the statement which best indicates your answer. Please answer all questions on each page.

Beginning with page five, the form of the questions changes slightly. On page five you are asked to indicate your likes and dislikes for the same ten kinds of things teachers might do. For each question, you will see that there are two columns of numbers. One column of numbers is marked "MOST LIKE" and the other is marked "LEAST LIKE." For each question you are to circle the number in the "MOST LIKE" column to show what you would most like teachers to be doing and circle the number in the "LEAST LIKE" column to show what you would least like teachers to be doing. Please answer all questions.

On pages six, seven and eight, you will be answering questions about what you think other people most like and least like teachers to be doing in particular situations. To answer the questions on these pages, you must once again give a "MOST LIKE" and "LEAST LIKE" answer for each question.

Please work as fast as you can. This form is best filled out when you work fairly rapidly and do not linger too long over any particular question.

---

*Forms A, B, C, D, and E differed only in heading and in backgrounds and teacher behavioral frameworks specified. See text and Appendix D_4.

Form C_5 - Page 2_A

WHAT DO YOU EXPECT OF TEACHERS?

(1)
Watching pupils during study period
I expect that during a public school study period most teachers would do:

A great deal of watching pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no watching pupils 1

(2)
Supervising pupils in a classroom test
I expect that in a public school classroom during a test most teachers would do:

A great deal of supervising pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no supervising pupils 1

(3)
Singing during a classroom singing period
I expect that in a public school classroom during a singing period most teachers would do:

A great deal of singing with pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no singing with pupils 1

(4)
Ignoring pupils misbehaving in a classroom
I expect that in a public school classroom while pupils are misbehaving most teachers would do:

A great deal of ignoring pupil misbehavior 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no ignoring pupil misbehavior 1

(5)
Keeping pupils quiet in the library
I expect that in a public school library most teachers would do:

A great deal of keeping pupils quiet 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no keeping pupils quiet 1

(6)
Speaking out at PTA Meeting in the auditorium
I expect that in a public school auditorium during a PTA Meeting most teachers would do:

A great deal of speaking out 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no speaking out 1

(7)
Policing the halls
I expect that in the public school halls most teachers would do:

A great deal of policing 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no policing 1

(8)
Disciplining pupils during basketball game in gym
I expect that in the public school gym during a basketball game most teachers would do:

A great deal of disciplining pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no disciplining pupils 1

(9)
Visiting with other teachers on playground
I expect that on a public school playground most teachers would do:

A great deal of visiting with teachers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no visiting with teachers 1

(10)
Cooperating with other teachers in school
I expect that in a public school most teachers would do:

A great deal of cooperating with teachers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no cooperating with teachers 1

WHAT DO YOU EXPECT OF TEACHERS?

(1)
Visiting with other teachers during study period
I expect that during a public school study period most teachers would do:

A great deal of visiting with other teachs. 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(2)
Watching for cheaters during a classroom test
I expect that in a public school classroom during a test most teachers would do:

A great deal of watching for cheaters 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(3)
Having pupils sing solos during a classroom singing period
I expect that in a public school classroom during a singing period most teachers would do:

A great deal of singing of solos by pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(4)
Telling misbehaving pupils in the classroom to stop talking
I expect that in a public school classroom while pupils are misbehaving most teachers would do:

A great deal of telling to stop talking 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(5)
Doing own studying and grading in the library
I expect that in the public school library most teachers would do:

A great deal of studying and grading 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(6)
Attending PTA meetings in the auditorium
I expect that in the public school auditorium most teachers would do:

A great deal of attending of PTA meetings 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(7)
Allowing pupils to explore during experiments in the laboratory
I expect that in a public school laboratory during experiments most teachers would do:

A great deal of allowing to explore in exps. 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(8)
Kibitzing during basketball game in gym
I expect that in the public school gym during a basketball game most teachers would do:

A great deal of kibitzing during the game 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(9)
Supervising on playground
I expect that on the public school playground most teachers would do:

A great deal of supervising on playground 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(10)
Cooperating with the principal in school
I expect that in a public school most teachers would do:

A great deal of cooperating with principal 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

WHAT DO YOU EXPECT OF TEACHERS?

(1)
Reading own books during study period
I expect that during a public school study period most teachers would do:

A great deal of reading own books 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no reading own books 1

(2)
Leaving the room during a classroom test
I expect that in a public school classroom during a test most teachers would do:

A great deal of leaving the classroom 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no leaving the classroom during. 1

(3)
Grading papers during a classroom singing period
I expect that in a public school classroom during a singing period most teachers would do:

A great deal of grading papers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no grading papers 1

(4)
Threatening pupils misbehaving in the classroom
I expect that in a public school classroom while pupils are misbehaving most teachers would do:

A great deal of threatening the pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no threatening the pupils 1

(5)
Choosing books for pupils in the classroom
I expect that in the public school library most teachers would do:

A great deal of choosing books for pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no choosing books for pupils 1

(6)
Visiting with parents during PTA meeting in the auditorium
I expect that in the public school auditorium during a PTA meeting most teachers would do:

A great deal of visiting with parents 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no visiting with parents 1

(7)
Being partisan during football game on athletic field
I expect that on the public school athletic field during a football game most teachers would do:

A great deal of being partisan during game 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no being partisan during game 1

(8)
Doing menial tasks during basketball game in gym
I expect that in the public school gym during a basketball game most teachers would do:

A great deal of menial tasks during game 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no menial tasks during game 1

(9)
Disciplining pupils in the cafeteria
I expect that in the public school cafeteria most teachers would do:

A great deal of disciplining pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no disciplining pupils 1

(10)
Participating in community activities out of school
I expect that while not on the job most teachers would do:

A great deal of participating 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no participating in activities 1

Form C_5 - Page 2_D

WHAT DO YOU EXPECT OF TEACHERS?

(1) Preparing future lessons during reading period I expect that during a public school reading period most teachers would do:	A great deal of preparing future lessons	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(2) Leaving the room during a classroom study period I expect that in a public school classroom during a study period most teachers would do:	A great deal of leaving the classroom	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(3) Having pupils choose songs during a classroom singing period I expect that in a public school classroom during a singing period most teachers would do:	A great deal of having pupils choose songs	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(4) Telling pupils' parents about pupils misbehaving in classroom I expect that in a public school classroom while pupils are misbehaving most teachers would do:	A great deal of telling pupils' parents	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(5) Disciplining pupils during reading period in library I expect that in the public school library during a reading period most teachers would do:	A great deal of disciplining pupils	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(6) Sitting with other teachers during an assembly in the auditorium I expect that in the public school auditorium during an assembly most teachers would do:	A great deal of sitting with other teach.	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(7) Attending football games on athletic field I expect that on the public school athletic field most teachers would do:	A great deal of attending football games	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(8) Participating with pupils in gym I expect that in the public school gym most teachers would do:	A great deal of participating with pupils	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(9) Grading pupils in school I expect that in a public school most teachers would do:	A great deal of grading pupils	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(10) Using alcohol out of school I expect that while not on the job most teachers would do:	A great deal of using alcohol	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1

Form C_5 - Page 2_E

WHAT DO YOU EXPECT OF TEACHERS

(1) Preparing future lessons during recess period I expect that during a public school recess period I would do:	A great deal of preparing future lessons	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(2) Grading papers during a classroom test I expect that in a public school classroom during a test I would do:	A great deal of grading papers	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(3) Punishing pupils misbehaving in the classroom I expect that in a public school classroom while pupils are misbehaving I I would do:	A great deal of punishing pupils	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(4) Sending pupils misbehaving in the classroom to the Principal's office I expect that in a public school classroom while pupils are misbehaving I would do:	A great deal of sending pupils	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(5) Listening and not participating during PTA meeting in the auditorium I expect that in the public school auditorium during a PTA meeting I would do:	A great deal of listening and not partici.	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(6) Correcting pupils during an assembly in the auditorium I expect that in the public school auditorium during an assembly I would do:	A great deal of correcting pupils	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(7) Maintaining order during football game on athletic field I expect that on the public school athletic field during a football game I would do:	A great deal of maintaining order	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(8) Visiting with other teachers during track meet on athletic field I expect that on the public school athletic field during a track meet I would do:	A great deal of visiting with other teach.	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(9) Disciplining pupils in school I expect that in the public school I would do:	A great deal of disciplining	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1
(10) Smoking out of school I expect that while not on the job I would do:	A great deal of smoking	5
	A lot of	4
	A moderate amount of	3
	A slight amount of	2
	Little or no	1

Form C_5 - Page 3_A (all other forms of Page 3 identical except for items used)

WHAT DO PEOPLE IN GENERAL EXPECT OF TEACHERS?

(1)
Watching pupils during study period
People in general expect that during
a public school study period, teachers
would do:

A great deal of watching pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(2)
Supervising pupils in a classroom test
People in general expect that in a
public school classroom during a test
most teachers would do:

A great deal of supervising pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(3)
Singing during a classroom singing
period
People in general expect that in a
public school classroom during a sing-
ing period most teachers would do:

A great deal of singing with pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(4)
gnoring pupils misbehaving in a
lassroom
eople in general expect that in a pub-
ic school classroom while pupils are
isbehaving most teachers would do:

A great deal of ignoring pupil misbehavior 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(5)
eeping pupils quiet in the library
eople in general expect that in a
ublic school library most teachers
ould do:

A great deal of keeping pupils quiet 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

6)
peaking out at PTA meeting in the
uditorium
eople in general expect that in a pub-
ic school auditorium during a PTA
eeting most teachers would do:

A great deal of speaking out 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

7)
olicing the halls
eople in general expect that in the
ublic school halls most teachers
ould do:

A great deal of policing 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

8)
isciplining pupils during basketball
ame in gym
eople in general expect that in the
ublic school gym during a basketball
ame most teachers would do:

A great deal of disciplining pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

9)
isiting with other teachers on play-
round
eople in general expect that on a pub-
ic school playground most teachers
ould do:

A great deal of visiting with teachers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

10)
ooperating with other teachers in
chool
eople in general expect that in a
ublic school most teachers would do:

A great deal of cooperating with teachers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no cooperating with teachers 1

Form C_5 -Page 4$_A$ (all other forms of page 4 identical except for items used)

WHAT DO TEACHERS EXPECT OF OTHER TEACHERS?

(1)
Watching pupils during study period
Teachers expect that during a public school study period most other teachers would do:

A great deal of watching pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(2)
Supervising pupils in a classroom test
Teachers expect that in a public school classroom during a test most other teachers would do:

A great deal of supervising pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(3)
Singing during a classroom singing period
Teachers expect that in a public school classroom during a singing period most other teachers would do:

A great deal of singing with pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(4)
Ignoring pupils misbehaving in a classroom
Teachers expect that in a public school classroom while pupils are misbehaving most other teachers would do:

A great deal of ignoring pupil misbehavior	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(5)
Keeping pupils quiet in the library
Teachers expect that in a public school library most other teachers would do:

A great deal of keeping pupils quiet	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(6)
Speaking out at PTA meeting in the auditorium
Teachers expect that in a public school auditorium during a PTA meeting most other teachers would do:

A great deal of speaking out	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(7)
Policing the halls
Teachers expect that in the public school halls most other teachers would do:

A great deal of policing	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(8)
Disciplining pupils during basketball game in gym
Teachers expect that in the public school gym during a basketball game most other teachers would do:

A great deal of disciplining	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(9)
Visiting with other teachers on playground
Teachers expect that on a public school playground most other teachers would do:

A great deal of visiting with teachers	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(10)
Cooperating with other teachers in school
Teachers expect that in a public school most other teachers would do:

A great deal of cooperating with teachers	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

5

Form C_5 - Page 5_A (all other forms of page 5 identical except for items used)

WHAT DO SCHOOL OFFICIALS EXPECT OF TEACHERS?

(1)
Watching pupils during study period
School officials expect that during a public school study period most teachers would do:

A great deal of watching pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(2)
Supervising pupils in a classroom test
School officials expect that in a public school classroom during a test most teachers would do:

A great deal of supervising pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(3)
Singing during a classroom singing period
School officials expect that in a public school classroom during a singing period most teachers would do:

A great deal of singing with pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(4)
Ignoring pupils misbehaving in a classroom
School officials expect that in a public school classroom while pupils are misbehaving most teachers would do:

A great deal of ignoring pupil misbehavior 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(5)
Keeping pupils quiet in the library
School officials expect that in a public school library most teachers would do:

A great deal of keeping pupils quiet 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(6)
Speaking out at PTA meetings in the auditorium
School officials expect that in a public school auditorium during a PTA meeting most teachers would do:

A great deal of speaking out 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(7)
Policing the halls
School officials expect that in the public school halls most teachers would do:

A great deal of policing 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(8)
Disciplining pupils during basketball game in gym
School officials expect that in the public school gym during a basketball game most teachers would do:

A great deal of disciplining pupils 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(9)
Visiting with other teachers on playground
School officials expect that on a public school playground most teachers would do:

A great deal of visiting with teachers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

(10)
Cooperating with other teachers in school
School officials expect that in a public school most teachers would do:

A great deal of cooperating with teachers 5
A lot of 4
A moderate amount of 3
A slight amount of 2
Little or no 1

Form C_5 - Page 6_A (all other forms of page 6 identical except for items used)

WHAT DO YOU MOST LIKE AND LEAST LIKE TEACHERS TO DO?		Most Like	Least Like
(1) Watching pupils during study period I most like and least like teachers during a public school study period to do:	A great deal of watching pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(2) Supervising pupils in a classroom test I most like and least like teachers in a public school classroom during a test to do:	A great deal of supervising pup.	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(3) Singing during a classroom singing period I most like and least like teachers in a public school classroom during a singing period to do:	A great deal of singing with pup.	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(4) Ignoring pupils misbehaving in a classroom I most like and least like teachers in a public school classroom to do:	A great deal of ignoring	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(5) Keeping pupils quiet in the library I most like and least like teachers in a public school library to do:	A great deal of keeping pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(6) Speaking out at PTA meeting in the auditorium I most like and least like teachers in a public school auditorium to do:	A great deal of speaking out	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(7) Policing the halls I most like and least like teachers in the public school halls to do:	A great deal of policing	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(8) Disciplining pupils during basketball game in gym I most like and least like teachers in a public school gym during a basketball game to do:	A great deal of disciplining	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(9) Visiting with other teachers on playground I most like and least like teachers on the public school playground to do:	A great deal of visiting	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(10) Cooperating with other teachers in school I most like and least like teachers in a public school to do:	A great deal of cooperating	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1

Form C_5 - Page 7_A (all other forms of page 7 identical except for items used)

WHAT DO PEOPLE IN GENERAL MOST LIKE AND LEAST LIKE TEACHERS TO DO?

		Most Like	Least Like
(1) Watching pupils during study period People in general most like and least like teachers during a public school study period to do:	A great deal of watching pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(2) Supervising pupils in a classroom test People in general most like and least like teachers in a public school classroom during a test to do:	A great deal of supervising pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(3) Singing during a classroom singing period People in general most like and least like teachers in a public school classroom during a singing period to do:	A great deal of singing with pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(4) Ignoring pupils misbehaving in a classroom People in general most like and least like teachers in a public school classroom to do:	A great deal of ignoring pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(5) Keeping pupils quiet in the library People in general most like and least like teachers in a public school library to do:	A great deal of keeping pupils quiet	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(6) Speaking out at PTA meeting in the auditorium People in general most like and least like teachers in a public school auditorium to do:	A great deal of speaking out	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(7) Policing the halls People in general most like and least like teachers in the public school halls to do:	A great deal of policing	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(8) Disciplining pupils during basketball game in gym People in general most like and least like teachers in the public school gym during a basketball game to do:	A great deal of disciplining	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(9) Visiting with other teachers on play ground People in general most like and least like teachers on the public school playground to do:	A great deal of visiting	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(10) Cooperating with other teachers in school People in general most like and least like teachers in a public school to do:	A great deal of cooperating	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1

Form C_5 - Page 8_A (all other forms of page 8 identical except for items used)

WHAT DO TEACHERS MOST LIKE AND LEAST LIKE OTHER TEACHERS TO DO?

		Most Like	Least Like
(1)	A great deal of watching pupils	5	5
Watching pupils during study period	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers during a public	A slight amount of	2	2
school study period to do:	Little or no	1	1
(2)	A great deal of supervising pupils	5	5
Supervising pupils in a classroom test	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school	A slight amount of	2	2
classroom during a test to do:	Little or no	1	1
(3)			
Singing during a classroom singing	A great deal of singing with pupils	5	5
period	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school class-	A slight amount of	2	2
room during a singing period to do:	Little or no	1	1
(4)			
Ignoring pupils misbehaving in a	A great deal of ignoring	5	5
classroom	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school	A slight amount of	2	2
classroom to do:	Little or no	1	1
(5)	A great deal of keeping pupils quiet	5	5
Keeping pupils quiet in the library	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school	A slight amount of	2	2
library to do:	Little or no	1	1
(6)			
Speaking out at PTA meetings in	A great deal of speaking out	5	5
the auditorium	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school	A slight amount of	2	2
auditorium to do:	Little or no	1	1
(7)	A great deal of policing	5	5
Policing the halls	A lot of policing	4	4
Teachers most like and least like	A moderate amount of policing	3	3
other teachers in the public school	A slight amount of	2	2
halls to do:	Little or no	1	1
(8)			
Disciplining pupils during basketball	A great deal of disciplining	5	5
game in gym	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school	A slight amount of	2	2
gym during a basketball game to do:	Little or no	1	1
(9)			
Visiting with other teachers	A great deal of visiting	5	5
on playground	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers on the public school	A slight amount of	2	2
playground to do:	Little or no	1	1
(10)			
Cooperating with other teachers	A great deal of cooperating	5	5
in school	A lot of	4	4
Teachers most like and least like	A moderate amount of	3	3
other teachers in a public school	A slight amount of	2	2
to do:	Little or no	1	1

Form C_5 - Page 9_A (all other forms of page 9 identical except for items used)

WHAT DO SCHOOL OFFICIALS MOST LIKE AND LEAST LIKE TEACHERS TO DO?

		Most Like	Least Like
(1) Watching pupils during study period School officials most like and least like teachers during a public school study period to do:	A great deal of watching pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(2) Supervising pupils in a classroom test School officials most like and least like teachers in a public school classroom during a test to do:	A great deal of supervising pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(3) Singing during a classroom singing period School officials most like and least like teachers in a public school classroom during a singing period to do:	A great deal of singing with pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(4) Ignoring pupils misbehaving in a classroom School officials most like and least like teachers in a public school classroom to do:	A great deal of ignoring pupil misbeh.	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(5) Keeping pupils quiet in the library School officials most like and least like teachers in a public school library to do:	A great deal of keeping pupils quiet	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(6) Speaking out at PTA meetings in the auditorium School officials most like and least like teachers in a public school auditorium to do:	A great deal of speaking out	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(7) Policing the halls School officials most like and least like teachers in the public school halls to do:	A great deal of policing	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(8) Disciplining pupils during basketball game in gym School officials most like and least like teachers in a public school gym during a basketball game to do:	A great deal of disciplining pupils	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(9) Visiting with other teachers on playground School officials most like and least like teachers on the public school playground to do:	A great deal of visiting with other t's	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1
(10) Cooperating with other teachers in school School officials most like and least like teachers in a public school to do:	A great deal of cooperating with t's	5	5
	A lot of	4	4
	A moderate amount of	3	3
	A slight amount of	2	2
	Little or no	1	1

Form C_5 – Page 10_A (for school teachers only - all other forms identical except for items used)

WHAT DO YOU EXPECT OF YOURSELF?

Respondent Number

(1)
Watching pupils during study period
I expect that if I were in a study period I would do:

A great deal of watching pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(2)
Supervising pupils in a classroom test
I would expect that if I were in a public school classroom during a test I would do:

A great deal of supervising pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(3)
Singing during a classroom singing period
I expect that if I were in a public school classroom during a singing period I would do:

A great deal of singing with pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(4)
Ignoring pupils misbehaving in a classroom
I expect that if I were in a public school classroom while pupils are misbehaving I would do:

A great deal of ignoring pupil misbehavior	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(5)
Keeping pupils quiet in the library
I expect that if I were in a public school library I would do:

A great deal of keeping pupils quiet	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(6)
Speaking out at PTA meeting in the auditorium
I expect that if I were in a public school auditorium during a PTA meeting I would do:

A great deal of speaking out	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(7)
Policing the halls
I expect that if I were in the public school halls I would do:

A great deal of policing	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(8)
Disciplining pupils during basketball game in gym
I expect that if I were in the public school gym during a basketball game I would do:

A great deal of disciplining pupils	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(9)
Visiting with other teachers on playground
I expect that if I were on a public school playground I would do:

A great deal of visiting with teachers	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

(10)
Cooperating with other teachers in school
I expect that in a public school I would do:

A great deal of cooperating with teachers	5
A lot of	4
A moderate amount of	3
A slight amount of	2
Little or no	1

Form C_6 - Page 1_A (for teachers only)*

______ Respondent Number

FORM FIVE

Instructions:

This form is being distributed only to teachers, potential teachers, and those who have previously been teachers. It has several pages of questions dealing with your present attitudes towards teaching and why you decided to become a teacher. Some of the questions asked are to be answered by your writing short phrases and other questions by checking in answer spaces. You will be filling out this form by yourself, so please look it over now to make sure that you understand the questions on it. You will be given instructions as to how to return this form to the project. Please answer all questions frankly according to your own opinion. Do not consult other people.

1. When did you decide to become a teacher?

(Please check one)

When I was in high school or before ______(1)
After I graduated from high school, but before I entered college ______(2)
During my first two years of college ______(3)
During my last two years of college ______(4)
After I graduated from college ______(5)

2. Please describe in a short sentence the major reasons which caused you to enter the profession of education.

______

______

3. What were (are) your plans when you first decided to teach?

To leave the education field altogether for a job in something else ______(1)
To leave teaching and raise a family, and then to return to teaching ______(2)
To leave teaching and raise a family, and not to return to teaching ______(3)
To become a principal eventually ______(4)
To become a school superintendent eventually ______(5)
To continue to teach until I retired ______(6)
To stay in education, but to change jobs eventually ______(7)

(Please specify the kinds of changes you were thinking of):

______

Other (please specify): ______ ______(8)

4. When you first began to teach, what were the main problems you ran into in doing your job the way you thought it should be done? (Do not answer if you have not yet taught.)

______

______

______

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*The code for this form is found in Appendix E_8

5. What would you say are the major advantages of teaching as a career?

6. What would you say are the major disadvantages of teaching as a career?

7. If you had to do it over again, would you enter education again, and why?

8. In what areas of curriculum do you feel especially qualified?

3

9. People have different ideas about what is important in a job. In the table below please check off each of the items according to how important it was for you in a job when you decided to teach.

How important was this to you in a job when you decided to teach?

	Necessary (1)	Very important (2)	Fairly important (3)	Not too important (4)
a. Chance to work with students who are more intelligent and more motivated than usual....	( )	( )	( )	( )
b. Chance to rise to a high position in the system I work in..............................	( )	( )	( )	( )
c. Chance to work with a teaching staff that is highly competent.........................	( )	( )	( )	( )
d. Chance to help people; to do something worthwhile for society........................	( )	( )	( )	( )
e. Prestige in the community; having a job that people look up to.........................	( )	( )	( )	( )
f. Job security; being able to keep my job as long as I want it..........................	( )	( )	( )	( )
g. Having a job that has prestige in the teaching profession..............................	( )	( )	( )	( )
h. Chance to work in a system with a curriculum that I agree with.......................	( )	( )	( )	( )
i. Adequate free time; having time off for other things that interest me - my family, friends, hobbies, etc..........................	( )	( )	( )	( )
j. Having the support and recognition of my superiors.....................................	( )	( )	( )	( )
k. Good income; earning enough money to make a good living...............................	( )	( )	( )	( )
l. Autonomy in my work; having enough freedom and responsibility to do my job the way it should be done............................	( )	( )	( )	( )
m. Chance to study social problems and how to bring about a better society...............	( )	( )	( )	( )
n. Doing work my colleagues respect............	( )	( )	( )	( )
o. Chance to work with new ideas in my subject matter field..............................	( )	( )	( )	( )

PLEASE GO BACK TO THOSE ITEMS THAT YOU HAVE CHECKED "NECESSARY" OR "VERY IMPORTANT," AND CIRCLE THAT ONE ITEM THAT IS THE MOST NECESSARY OR IMPORTANT TO YOU IN A JOB NOW.

Form C_6 - Page4 (for teachers only - page 4 was not administered in any form to college students)

10. Thinking about the present, please check off each of the same items according to how important it is to you in a job now.

How important is this to you in a job now?

	Necessary (1)	Very important (2)	Fairly important (3)	Not too important (4)
a. Chance to work with students who are more intelligent and more motivated than usual..	☐	☐	☐	☐
b. Chance to rise to a high position in the system I work in...........................	☐	☐	☐	☐
c. Chance to work with a teaching staff that is highly competent........................	☐	☐	☐	☐
d. Chance to help people; to do something worthwhile for society......................	☐	☐	☐	☐
e. Prestige in the community; having a job that people look up to......................	☐	☐	☐	☐
f. Job security; being able to keep my job as long as I want it.........................	☐	☐	☐	☐
g. Having a job that has prestige in the teaching profession..........................	☐	☐	☐	☐
h. Chance to work in a system with a curriculum that I agree with........................	☐	☐	☐	☐
i. Adequate free time; having time off for other things that interest me - my family, friends, hobbies, etc..............................	☐	☐	☐	☐
j. Having the support and recognition of my superiors..............................	☐	☐	☐	☐
k. Good income; earning enough money to make a good living............................	☐	☐	☐	☐
l. Autonomy in my work; having enough freedom and responsibility to do my job the way it should be done......................	☐	☐	☐	☐
m. Chance to study social problems and how to bring about a better society..............	☐	☐	☐	☐
n. Doing work my colleagues respect...........	☐	☐	☐	☐
o. Chance to work with new ideas in my subject matter field..............................	☐	☐	☐	☐

PLEASE GO BACK TO THOSE ITEMS THAT YOU HAVE CHECKED "NECESSARY" OR "VERY IMPORTANT," AND CIRCLE THAT ONE ITEM THAT IS THE MOST NECESSARY OR IMPORTANT TO YOU IN A JOB NOW.

11. *Instructions: You will find below a list of statements describing many kinds of activities, events, and situations related to teaching. The purpose of this particular question is to investigate your preferences for various aspects of teaching. Teachers differ in their feelings about these activities, and it is important that you record your own personal feelings, even in those cases where you think that most teachers probably feel differently than yourself.

Please indicate your answers to each item by filling in a number in the blanks provided which corresponds with one of the six answers described below:

Strong liking, preference, approval——(6)
Moderate liking, preference, approval——(5)
Slight liking, preference, approval——(4)
Slight dislike, disapproval——————(3)
Moderate dislike, disapproval—————(2)
Strong dislike, disapproval——————(1)

For instance, if you should find a teacher behavior described which you, personally, have strong liking for, you should mark a (6) in the space provided by that item. Similarly, if you have slight dislike for another teacher behavior, you would mark a (3) in the space provided.

For purposes of this study it is not important whether or not you have acutally done the things mentioned or have really had the opportunity to experience the events described. The form requires only an indication of your feelings about these events if you were to have the opportunity to experience them. Please answer every item. Please check carefully as you proceed, to be sure that your preferences are correctly marked.

1. Playing games with my pupils..( )
2. Having my pupils put on plays and exhibitions for other classes or for parents..( )
3. Subscribing to educational journals..( )
4. Enlivening my lessons with stories, jokes, or personal anecdotes............( )
5. Working actively to promote greater public recognition and appreciation of the professional problems of teachers..( )
6. Being concerned about my pupils' welfare outside the school..................( )
7. Letting my pupils whisper or talk quietly among themselves....................( )
8. Having the pupils do over papers that are not neat............................( )
9. Having a principal who takes a close interest in the things I do............( )
10. Keeping careful and accurate records of pupils' progress, assignments, attendance, etc..( )
11. Getting home early enough to spend a few hours every afternoon with my family and/or other interests..( )
12. Having my pupils dramatize stories and lessons..............................( )
13. Conducting myself in the community in ways that reflect my status as a teacher..( )
14. Permitting no infractions of discipline, however minor, to go unnoticed......( )
15. Discouraging children from telling me personal things about themselves.......( )

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*This question was renumbered (8) for college students.

16. Seeing how much I can do for children who have been deprived of affection and emotional support..........( )
17. Having as few rules and regulations for the students as possible..........( )
18. Fighting for better pay, sickness and accident protection, retirement provisions, etc., for teachers..........( )
19. Browsing in toy shops..........( )
20. Having brothers and sisters, or children, of former pupils in my class..........( )

21. Being complimented by my supervisor or principal..........( )
22. Having my pupils copy my favorite expressions or mannerisms..........( )
23. Being introduced to others as a teacher..........( )
24. Following daily classroom routine faithfully..........( )
25. Having other teachers take an interest in my work and offer me advice or suggestions..........( )

26. Being an active member of a teachers' federation or union..........( )
27. Capturing the attention of my pupils to the point where they're hanging on my every word..........( )
28. Attending concerts, art exhibits, plays, etc., with other teachers..........( )
29. Making up stories for children..........( )
30. Writing letters to newspaper editors or congressmen about educational problems..........( )

31. Having the principal or supervisor visit my classes regularly..........( )
32. Giving the pupils the opportunity for a lot of drill and formal recitation..........( )
33. Hearing a child unconsciously call me "mother" or "father"..........( )
34. Keeping my classroom clean and neat..........( )
35. Putting loyalty and obedience to my principal or supervisor above personal differences of opinion..........( )

36. Keeping my classroom so quiet that you can hear a pin drop..........( )
37. Finishing all my work during the school day, so that when I go home my time will be my own..........( )
38. Attending educational conferences..........( )
39. Discouraging pupils from getting to expect extra help after school..........( )
40. Praising a child only when he's really done something deserving..........( )

41. Bringing the problems of the school system to the attention of the public..........( )
42. Having pupils regard me not only as their teacher but also as someone who understands and really cares about them..........( )
43. Letting the students make their own decisions about classroom activities and procedures..........( )
44. Keeping up with the songs, books, T.V. programs, etc., that my pupils are interested in..........( )
45. Encouraging other teachers to take an active role in a teacher federation or union..........( )

46. Being closely supervised by my superiors..........( )
47. Scheduling activities of the school day minute by minute..........( )
48. Having pupils compliment me on my clothing or appearance..........( )
49. Having the entire class do the same thing at the same time..........( )
50. Being provided by the school administration with detailed lesson plans to be followed throughout the term..........( )

51. Permitting children to talk only when called upon..........( )
52. Following the careers of former pupils..........( )
53. Encouraging my pupils to direct their own activities, providing help only when needed..........( )
54. Forgetting all about teaching during the summer vacation..........( )
55. Having a reputation among the pupils for being a strict teacher..........( )

56. Getting together socially with teachers rather than with other kinds of people..........( )
57. Speaking up for more objective and politically independent appointments of principals and educational supervisors..........( )
58. Being invited by the pupils to join in their games or parties..........( )
59. Telling others what my occupation is..........( )
60. Being appreciated by the children for my sense of humor..........( )

61. Making sure my pupils cover every bit of the curriculum..........( )
62. Inviting pupils to question my decisions and express their own opinions..........( )
63. Relying closely on a supervisor for help and guidance..........( )
64. Having a pupil confide in me as in a parent..........( )
65. Discouraging class discussions and other distractions from the planned lesson..........( )

66. Leaving school right after the end of classes..........( )
67. Introducing a great deal of variety in my lessons so that the pupils are continually looking forward to the next surprise..........( )
68. Running my class with a firm hand..........( )
69. Being identified as a member of the same social and cultural class as other teachers..........( )
70. Putting school problems out of my mind as soon as I get home..........( )

71. Letting students choose their own projects, topics for themes, etc..........( )
72. Questioning activities of the local school board or legislative agencies..........( )
73. Joining in the fun my pupils are having..........( )
74. Helping children with their personal problems..........( )
75. Helping children to discover and assert their own individuality..........( )

76. Holding the whole class responsible for any breaches of discipline..........( )
77. Working for a principal who doesn't make excessive demands on my personal time..........( )
78. Spending a considerable amount of class time in group discussions..........( )
79. Leaving extra-curricular assignments to teachers who are more interested in them..........( )
80. Having my pupils know who is boss..........( )

81. Helping children with their hobbies..........( )
82. Being known as a colorful and stimulating teacher..........( )
83. Continuing my education as a teacher by taking courses, attending lectures, etc..........( )
84. Being outspoken in defense of teachers' rights..........( )
85. Getting to know my pupils well enough to be able to really share their thoughts and feelings with them..........( )

86. Doing my best to please my supervisor or principal........................( )
87. Reminding my pupils to dress warmly, button their coats, wear rubbers, etc..( )
88. Following specific and carefully organized lesson plans....................( )
89. Encouraging pupils to express themselves freely in my classroom..............( )
90. Being supervised by a person who expects me to discuss all my problems with him..( )

91. Making it clear to the youngsters that I won't tolerate any foolishness...( )
92. Being selected to represent the teaching profession on a civic committee..( )
93. Having a reputation for experimenting with novel and unusual teaching techniques...( )
94. Having the pupils maintain proper respect at all times for my position as their teacher...( )
95. Insisting that parents contact me during the school day rather than on my own time...( )

96. Being a pal to my pupils...( )
97. Organizing my class so that each pupil is following his own interests and doing independent work most of the time.................................( )
98. Encouraging other teachers to express their opinions publicly about issues or events of significance to our profession............................( )
99. Forgetting my dignity and getting right down to the children's own level..( )
100. Having former pupils remember me, stop to talk on the street, or come to visit..( )

Form C_6 - Page 1_B (for college students only)

____
Respondent Number

FORM FIVE

Instructions:

This form has several pages of questions dealing with your present attitudes towards teaching. If you have decided to become a teacher, there are questions about why you have made this decision. Some of the questions asked are to be answered by your writing short phrases and other questions by checking in answer spaces. You will be filling out this form by yourself, so please look it over now to make sure that you understand the questions on it. You will be given instructions as to how to return this form to the project. Please answer all questions frankly according to your own opinion. Do not consult with other people.

1. When did you decide to become a teacher? (For prospective teachers only.)

When I was in high school or before ______(1)
After I graduated from high school, but before I entered college ______(2)
During my first two years of college ______(3)
During my last two years of college ______(4)
After I graduated from college ______(5)

2. Please describe in a short sentence the major reasons which caused you to enter the profession of education. (For prospective-teachers only.)

____

____

3. What were (are) your plans when you first decided to teach? (For prospective teachers only.)

To leave the education field altogether for a job in something else ______(1)
To leave teaching and raise a family, and then to return to teaching ______(2)
To leave teaching and raise a family, and not to return to teaching ______(3)
To become a principal eventually ______(4)
To become a school superintendent eventually ______(5)
To continue to teach until I retired ______(6)
To stay in education, but to change jobs eventually ______(7)

(Please specify the kinds of changes you were thinking of):

____

____

Other (please specify: ______(8)

Form C_6 - Page 2_B (for college students only)

FORM FIVE

4. What would you say are the major advantages of teaching as a career?

5. What would you say are the major disadvantages of teaching as a career?

6. In what areas of curriculum do you feel especially qualified? (For prospective teachers only.)

Form C_6 - Page 3_B (for college students only)

Form Five

7. People have different ideas about what is important in a job. In the table below please check off each of the items according to how important it would be for you in a job if you were to teach.

How important would this be to you in a job if you were to teach?

	Necessary (1)	Very important (2)	Fairly important (3)	Not too important (4)
a. Chance to work with students who are more intelligent and motivated than usual........	( )	( )	( )	( )
b. Chance to rise to a high position in the system I work in...........................	( )	( )	( )	( )
c. Chance to work with a teaching staff that is highly competent.......................	( )	( )	( )	( )
d. Chance to help people - to do something worthwhile for society......................	( )	( )	( )	( )
e. Prestige in the community - having a job that people look up to.....................	( )	( )	( )	( )
f. Job security - being able to keep my job as long as I want it.......................	( )	( )	( )	( )
g. Having a job that has prestige in the teaching profession...........................	( )	( )	( )	( )
h. Chance to work in a system with a curriculum that I agree with......................	( )	( )	( )	( )
i. Adequate free time - having time off for other things that interest me - my family, friends, hobbies, etc..........................	( )	( )	( )	( )
j. Having the support and recognition of my superiors.................................	( )	( )	( )	( )
k. Good income - earning enough money to make a good living............................	( )	( )	( )	( )
l. Autonomy in my work - having enough freedom and responsibility to do my job the way it should be done..............	( ) (	( )	( )	( )
m. Chance to study social problems and how to bring about a better society.........	( )	( )	( )	( )
n. Doing work my colleagues respect...........	( )	( )	( )	( )
o. Chance to work with new ideas in my subject matter field.........................	( )	( )	( )	( )

APPENDIX D

Items Used in the Pilot Study

Item Number	Item
	Traits
1	Insobriety
2	Sarcastic and Abusive Manner
3	Drug Addiction
4	Ineffectiveness
5	Sexual Immorality
6	Profanity
7	Depression
8	Autocratic Attitude
9	Jealousy
10	Deficient Auditory Sense
11	Sissiness
12	Old Maidishness
13	Dreamy Manner
14	Straight-lipped Expression
15	Impersonal Attitude
16	Minister-like Appearance
17	Old Age
18	Entertaining Ways
19	Religiousness
20	Wrinkles
21	Meticulousness
22	Thrift
23	Good Voice
24	Animation
25	Popularity
26	Seriousness
27	Friendliness
28	Normality
29	Decisiveness
30	Progressiveness
31	Broad Interests
32	Sincerity
33	Courtesy
34	Emotional Stability
35	Impartiality
	Behaviors
36	Presents Alibi Instead of Completed Work
37	Shows Peevishness at Having to Take a Slow Pupil or Group
38	Has Favorites Among Pupils
39	Just Sits in Classroom
40	Sets a Higher Standard of Behavior for Neighbor's Children Than for Own Children
41	Boasts About Education and Training
42	Lets Minor Things Arouse and Worry Him
43	Objects to Taking Part in Assembly Program
44	Gossips
45	Stops Pupils During an Enjoyable Activity to Correct Them

Item Number	Item
	Behaviors (Continued)
46	Clears Voice Frequently
47	Associates with Persons of Questionable Character
48	Talks Shop All the Time Out of School
49	Wants to Stop at Three O'Clock
50	Uses Shop to Manufacture Articles for Own Use
51	Makes Political Speeches
52	Has a Rigid Course of Training
53	Becomes a Member of Consumer's Cooperative for Food, Gasoline, etc.
54	Is Not Active Politically
55	Teaches After Marriage (Women)
56	Writes up Experiments and Puts Them Into the Form of a Report or Articles for a Magazine
57	Stays Home at the First Sign of a Cold or Illness
58	Speaks Rapidly When Discussing a Question of Interest to Him
59	Owns Car
60	Uses Lipstick
61	Gets Supervisor to Teach in Order to Learn Better Methods
62	Uses the Simple Illustrations
63	Denies Special Privileges to Obstreporous Pupils
64	Refrains from Engaging in Political Activity While on Duty
65	Always Wears a Pleasant Expression
66	Checks Work Plans with Previous Ones in Order to Correct Faults Discovered
67	Looks for New Materials in the Library
68	Follows up the Recitation
69	Has Conventional Table Manners
70	Follows a Definite Procedure to Gain Objective
71	Lessons are Well Prepared and Presented
72	Shows Much Patience When Pupils do not Understand
73	Signs his Name for Library Books When Taking Them Out
74	Admits Frankly to the Principal His Inability to Handle a Situation
75	Recognizes Individual Differences
	Physical Locations
76	Beer Supply Company
77	County Jails
78	Taverns
79	Liquor or Drug Addition Clinic
80	Prisons
81	Dog Race Tracks
82	Billiard Parlors
83	Police Stations
84	Slums
85	Horse Race Tracks
86	State Patrol Offices
87	Boys' or Girls' Private School
88	Catholic Churches

Item Number	Item
	Physical Location (Continued)
89	Settlement Houses
90	Psychiatric Receiving Center
91	Driving School
92	Bible School
93	Children's Home (For Orphans)
94	Junior College
95	Superintendent of Schools' Office
96	Public Museums
97	Educational Workshops
98	Teachers' College
99	Bookstores
100	Public Art Galleries

Form D_2 - Page 1

Settings Used in the Backgrounds Study

Item Number	Setting
	Community Settings
1	Airline Hostess School
2	Art or Drama School
3	Athletic Organizations
4	Auctions
5	Aviation School
6	Beauty Parlor
7	Beer Supply Company
8	Bible School
9	Billiard Parlors
10	Board of Education Office
11	Bookstores
12	Boys' or Girls' Detention Home
13	Boys' or Girls' Private School
14	Burlesque Show
15	Catholic Churches
16	Children's Home (For Orphans)
17	Christian Science Reading Room
18	Church Supply Company
19	City Dumps
20	City Planning Commission
21	Civic Landmarks and Statues
22	Civic Organizations
23	Colleges
24	Community Centers
25	Convalescent Home (Nursing Home)
26	County Jails
27	Courts
28	Dating Service Bureau
29	Doctor's or Dentist's Offices
30	Dog Race Tracks
31	Driving School
32	Dude Ranches
33	Educational Organization Meetings
34	Education Workshops
35	Evening Colleges
36	Fortune Teller's Hall
37	Gambling Establishments
38	Horse Race Tracks
39	Human Relations Commission Office
40	Junior College
41	Language Institutes
42	Legitimate Theatres (The Stage)
43	Liquor or Drug Addiction Clinic
44	Liquor Stores
45	Marriage Counselor's Office
46	Midget Auto Race Tracks
47	Military Academy
48	Movie Theatres
49	Music Teachers' Studios
50	Night Club
51	Parochial School

Item Number	Setting
	Community Settings (Continued)
52	Police Patrol Cars
53	Police Stations
54	Political Organization Offices
55	Pre-Schools
56	Prisons
57	Protestant Churches
58	Psychiatric Receiving Center
59	Public Art Galaries
60	Public Gardens and Parks
61	Public Libraries
62	Public Museums
63	Public Recreation Center
64	Railroad Station
65	Religious Organization Office
66	Research Institutes and Laboratories
67	School Equipment and Supply Company
68	School for Handicapped Children
69	School for Mentally Retarded Children
70	Settlement Houses
71	Slums
72	Social Service Organization
73	Social Welfare Office
74	Speech Correction Clinic
75	State Patrol Offices
76	Summer Camp
77	Summer School Classes
78	Superintendent of Schools' Office
79	Synagogues
80	Taverns
81	Teachers' Agencies
82	Teachers' College
83	Teachers' Own Home
84	Theological School
85	Universities.
86	Vocational Guidance Office
87	Vocational Rehabilitation Office
88	Young People's Organizations
89	Youth Bureau
	School Settings
90	Public School Administrative Office
91	Public School Athletic Fields
92	Public School Auditorium
93	Public School Boiler Rooms
94	Public School Cafeteria
95	Public School Classroom
96	Public School Cloakroom
97	Public School Building Fire Escapes
98	Grounds and Walks Around the Public School Building
99	Public School Guidance Office
100	Public School Gym

Item Number	Setting
	School Settings (Continued)
101	Public School Halls
102	Public School Janitor's Room
103	Public School Laboratories
104	Public School Lavatories
105	Public School Library
106	Public School Locker Room
107	Public School Medical Office
108	Public School Playgrounds
109	Public School Shop
110	Public School Building Stairs
111	Public School Storeroom
112	Public School Supply Room
113	Public School Swimming Pool
114	Public School Teachers' Lounge

Backgrounds Used in Form One of the Role Study[1]

Item Number	Form	Item
1	A	Classroom
2	C	Classroom during a study period
3	B	Classroom during a reading period
4	D	Classroom during a test
5	E	Classroom during an art period
6	E	Classroom during an arithmetic period
7	C	Classroom during a recitation period
8	C	Classroom during a music period
9	E	Classroom when pupils talk when they shouldn't
10	B	Classroom during a spelling lesson
11	E[3]	Classroom during a period of quiet games
12	D	Classroom during a singing period
13	D	Classroom during a writing period[2]
14	B	Library
15	A	Library during a reading period
16	C	Library while people are checking out books and magazines
17	E	Library when people are doing research
18	D	Library during a study period[2]
19	A	Library while people are looking for books and magazines[2]
20	A	Playground
21	C	Playground during a period of organized games[2]
22	E	Playground during a recess period[2]
23	E	Halls
24	A	Halls when people are talking together[2]
25	B	Cafeteria
26	C	Cafeteria while people are eating
27	E	Auditorium
28	A	Auditorium during a play
29	C	Auditorium during an assembly
30	D	Auditorium during a PTA meeting
31	B	Auditorium during a music program[2]
32	D	Laboratory
33	B	Laboratory while people are doing experiments
34	D	Gym
35	A	Gym during a basketball game
36	B	Gym during a calisthenics period
37	C	Gym during a period of physical education[2]
38	E	Gym during a period of organized games[2]
39	C	Athletic Fields
40	D	Athletic Fields during a football game
41	A	Athletic Fields during a track meet
42	E	Athletic Fields during a baseball game
43	B	Athletic Fields during a band parade or concert
44	B	Athletic Fields during an athletic contest
45	A	Grounds and Walks around the public school building
46	E	Grounds and Walks when people are talking together[2]
47	D	Grounds and Walks during a recess period[2]
48	C	Guidance and counseling office[2]
49	A	Guidance and counseling office when pupils are being disciplined[2]

Item Number	Form	Item
50	B	Guidance and counseling office while pupil is receiving personal help[2]
51	D	Guidance and counseling office while pupils are being tested[2]
52	E	Guidance and counseling office while pupils are receiving occupation guidance[2]
53	C	Principal's office[2]
54	A	Principal's office during a conference[2]
55	D	Teacher 's lounge[2]
56	A	Study period
57	D	Reading period
58	B	A period of organized games
59	C	Recess period
60	E	In the public school

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[1] See Appendix C_2

[2] These 20 items were eliminated from the condensed Form One schedule.

[3] This item was transferred to Form 1-B in the condensed schedule.

Backgrounds and Teacher Behavioral Frameworks Used in Form Four of the Role Study[1]

Item Number	Form	Item
1	A	Watching pupils during study period
2	A	Supervising pupils in a classroom test
3	A	Singing during a classroom singing period
4	A	Ignoring pupils misbehaving in a classroom
5	A	Keeping pupils quiet in the library
6	A	Speaking out at PTA meeting in the auditorium
7	A	Policing the halls
8	A	Disciplining pupils during basketball games in the gym
9	A	Visiting with other teachers on the playground
10	A	Cooperating with other teachers in school
11	B	Visiting with other teachers during study period
12	B	Watching for cheaters during a classroom test
13	B	Having pupils sing solos during a classroom singing period
14	B	Telling misbehaving pupils in the classroom to stop talking
15	B	Doing own studying and grading in the library
16	B	Attending PTA meetings in the auditorium
17	B	Allowing pupils to explore during experiments in the laboratory
18	B	Kibitzing during basketball game in gym
19	B	upervising on the playground
20	B	Cooperating with the principal in school
21	C	Reading own books during study period
22	C	Leaving the room during a classroom test
23	C	Grading papers during a classroom singing period
24	C	Threatening pupils misbehaving in the classroom
25	C	Choosing books for pupils in the classroom
26	C	Visiting with parents during PTA meeting in the auditorium
27	C	Being partisan during football game on athletic field
28	C	Doing menial tasks during basketball game in gym
29	C	Discipling pupils in cafeteria
30	C	Participating in community activities out of school
31	D	Preparing future less during reading period
32	D	Leaving the room during a classroom study period
33	D	Having pupils choose songs during a classroom singing period
34	D	Telling pupils' parents about pupils misbehaving in classroom
35	D	Disciplining pupils during reading period in library
36	D	Sitting with other teachers during an assembly in the auditorium
37	D	Attending football games on athletic field
38	D	Participating with pupils in gym
39	D	Grading pupils in school
40	D	Using alcohol out of school
41	E	Preparing future lessons during recess period
42	E	Grading papers during a classroom test
43	E	Punishing pupils misbehaving in the classroom
44	E	Sending pupils misbehaving in the classroom to the principal's office
45	E	Listening and not participating during PTA meeting in the auditorium

Item Number	Form	Item
46	E	Correcting pupils during an assembly in the auditorium
47	E	Maintaining order during football game on athletic field
48	E	Visiting with other teachers during track meet on athletic field
49	E	Disciplining pupils in school
50	E	Smoking out of school

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[1] See Appendix C_5.

APPENDIX E

Code E_1 - Page 1*

Pilot Study--Code for Personal Information

Column Number	Information to be Coded	Code
1 - 3	IBM Deck Number	100
4 - 6	Respondent Number	700 - 900
7	General Question 1	1 - Choice 1 under the question 2 - " 2 " 3 - " 3 " 4 - " 4 " 5 - " 5 " X - Data missing
8	General Question 2	Code as in Column 7
9	Sex of Respondent	1 - Male 2 - Female X - Data missing
10 - 11	Vocational Goal	01 - Actor or Actress 02 - Artist 03 - Business Career 04 - Dentist 05 - Dental Assistant or Technician 06 - Doctor 07 - Engineer 08 - Lawyer 09 - Librarian 10 - Musician 11 - Nurse 12 - Psychologist 13 - Research - Natural Science 14 - Sociologist 15 - Teacher - Non-specific 16 - Teacher - Elementary 17 - Teacher - Secondary 18 - Teacher - College 19 - Teacher - Exceptional Child 20 - School Counselor 21 - School Administrator 22 - Secretary 23 - Salesman 24 - Homemaker 25 - Social Worker 26 - Therapist (Recreational) XX - Data Missing

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See Appendix A.

Code E_1 - Page 2

Column Number	Information to be Coded	Code
12 - 13	Present Vocation	01 - Student 02 - Teacher - Elementary 03 - Teacher - Secondary 04 - Teacher - College 05 - Teacher - Exceptional Child 06 - School Counselor 07 - School Administrator 08 - (Add as necessary): 08 - Teacher - Non-specific 09 - Housewife 10 - Social Worker 11 - Farm Manager 12 - Locomotive Fireman 13 - Secretary XX - Data Missing
14	Father's Occupation	1 - Top-level white collar: MD's, lawyers, college professors, officials, research engineers, school administrators in large systems, top management personnel 2 - 2nd-level white collar: Junior organization men, very small business proprietors, social workers, teachers, principals, small school system administrators, research assistants and associates, salesmen 3 - 3rd-level white collar: Clerical workers, retail sales workers 4 - Skilled and semi-skilled blue collar: Craftsmen, foremen, operatives, etc. Policemen, firemen 5 - Laborers: Farm laborers, domestics, service workers, etc. 6 - Farmers: Farm managers, farm owners X - Data missing
15 - 16	Name of Class	01 - Sociology 220 02 - Sociology 420 03 - Education 420 04 - Education 318 05 - English 428 06 - English 221

Column Number	Information to be Coded	Code
		07 - Psychology 410
		08 - Psychology 411
		09 - Education 441
		10 - Education 429
		11 - Economics 220
		XX - Data Missing
17 - 18	Age	01 - 99 (Code years)
19 - 20	College Major	01 - Art
		02 - Biology
		03 - Chemistry
		04 - Economics
		05 - English
		06 - French
		07 - German
		08 - Spanish
		09 - General Engineering
		10 - Geology and Geography
		11 - Health and Physical Education
		12 - History and Government
		13 - Mathematics
		14 - Music
		15 - Physics
		16 - Psychology
		17 - Sociology
		18 - Business Administration
		19 - Education
		20 - Pharmacy
		21 - Law
		22 - Metallurgical Engineering
		23 - Social Service
		24 - Home Economics
		25 - Dental hygiene
		XX - Data Missing

Code E_2 - Page 1*

Backgrounds Study--Personal Information Codes

Column Number	Information to be coded	Code
1 - 3	IBM Deck Number	001
4 - 6	Respondent Number	001 - 999
7 - 8	Age of Respondent	01 - 99 (Code years.) XX - Data missing
9	Sex of Respondent (Check cards for names/ marital status before coding X.)	1 - Male 2 - Female X - Data missing
10	Birthplace of Respondent Geographic Area	1 - Kansas City Regional Area (Draw this area on a map; Respondents are either born within or without the area.) 2 - Elsewhere in Missouri 3 - Elsewhere in Kansas 4 - Elsewhere in U.S. (outside of Mo. and Kan.) 5 - Born outside continental U.S. X - Data missing
11	Type Community where Respondent Born	1 - Rural/small town (2500 or less) 2 - Small city (2501-100,000) 3 - Medium city (100,001-500,000) 4 - Metropolitan Area (500,001 and over) X - Data missing Y - Outside U.S.
12	Residence Area of Respondent for most of life Geographic Area	1 - Kansas City Regional Area 2 - Elsewhere in Missouri 3 - Elsewhere in Kansas 4 - Elsewhere U.S. (outside of Mo. and Kan.) 5 - Elsewhere outside continental U.S. 6 - Various places (either in U.S. or outside U.S. or Both) X - Data missing
13	Type Community of Respondent's Residence area for most of life	1 - Rural/small town (2500 or less) 2 - Small city (2501-100,000) 3 - Medium city (100,001-500,000) 4 - Metropolitan Area (500,001 and over) X - Data missing Y - Inapplicable (Coded 5 or 6 in Column 12.)

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*See Appendix B_1.

Code E_2 - Page 2

Column Number	Information to be coded	Code
14 - 15	Country of Origin of Forefathers (If respondent lists unknown, code 00 not XX) (Check for consistency of parent and pupil responses: if differ, code parent response and mark with red pencil corrected response on pupil's questionnaire.)	00 - Unknown. Respondent writes in "doesn't know" or "unknown." 01 - Germany 02 - France 03 - England 04 - Switzerland 05 - Ireland 06 - Scotland 07 - Belgium 08 - Holland (Netherlands) 09 - Finland 10 - Norway 11 - Sweden 12 - Africa 13 - Austria 14 - Wales 15 - Denmark 16 - Canada 17 - Mixed: British Isles only (England, Scotland, Wales, Ireland,) (No. Ireland) 18 - Mixed: Continental/Western European countries only (France, Germany, Belgium, Netherlands, Luxembourg, Portugal, Spain, Italy, Switzerland) 19 - Mixed: Scandinavian countries (Denmark, Norway, Sweden) 20 - Mixed: British Isles and continental/Western European countries) 21 - Mixed: All other combinations of countries XX - Data Missing
16	Race of Respondent (Check for consistency of parent and pupil questionnaires)	1 - Negro 2 - White 3 - Oriental 4 - Mixed: all others X - Data missing
17 - 18	Education of Respondent. (Unless respondent specifies a full year or more of training or education in non-college (grade or high school) institutions, e.g. secretarial school, IBM school, do not code the information. Exclude years of training as apprentices in skilled trades.)	01 - 1 year 02 - 2 years ..... 21 - 21 or more years XX - Data missing (before code here for pupils or parents, check only other family member's questionnaire on "Family Information Sheet")

Column Number	Information to be coded	Code
19	Church Relation of Respondent	0 - No affiliation or membership 1 - Affiliation 2 - Membership in church X - Data missing (If code 0 here, code Y columns 20 and 21)
20	Church with which affiliated or to which belong	0 - Christian Science and Unity 1 - Roman Catholic 2 - Jewish 3 - Episcopalian and Lutheran 4 - Methodist, Congregational, Presbyterian and Christian 5 - Unitarian, Friends (Quakers), Community Church 6 - Eastern Orthodox, Greek Orthodox, Russian Orthodox, etc. 7 - Latter Day Saints (Including Reorganized Church of JC of LDS) 8 - Baptist 9 - Mennonites, Brethren, United Brethren, Evangelical & Reformed, Assembly of God, Church of Christ, Adventist, Apostolic, Church of God, Church of God in Christ, Covenant, Pentecostal, Jehovah's Witnesses, Nazarene, Bible Fellowship and other small sects and church groups X - Data missing Y - Inapplicable: coded 0 Column 19 above
21	Frequency of Respondent's Church Attendance	0 - Not attend church 1 - Infrequently 2 - Often 3 - Every week X - Data missing Y - Inapplicable: coded 0 in column 19 (Code Y even if respondent gives response, if column 19 coded 0)
22	Marital Status of Respondent or Respondent's parent (s) (Where inconsistency between parent and pupil responses occurs, assume parent's information correct and code appropriately. Mark change with red pencil on pupil's questionnaire.)	0 - Never married 1 - Married; Living at Home 2 - Separated 3 - Divorced 4 - Widowed X - Data missing

Column Number	Information to be coded	Code
23	Occupation of Main Wage Earner in Respondent's Family (Census classifications) (Code husband's occupation here if available (e.g. on "Family Information Sheet"). Check pupil questionnaire for information if missing on parent questionnaire; code wife's occupation, e.g. married woman teacher, in preference to coding X. But definitely code X if only information is "housewife" or if says works at some Company but occupation itself is unspecified.)	1 - Professional, technical and kindred workers 2 - Farmers; Farm Managers 3 - Clerical and kindred workers 4 - Sales workers 5 - Craftsmen, foremen and kindred workers 6 - Operatives and kindred workers 7 - Service workers; private household workers 8 - Farm laborers & foremen; laborers 9 - Managers, Officials and Proprietors, except farmers X - Data missing, retired, "housewife" (R did not give husband's occupation)
24	Occupation of Main Wage Earner in Respondent's Family by Social Status	1 - Top-Level White Collar: MD's; lawyers; officers and top officials; college professors and top univ. officials; graduate engineers; school system administrators in large systems--top personnel. 2 - 2nd Level White Collar: Junior organization men; management trainees; very small business proprietors; social workers; teachers; principals; small school system administrators; research assistants and associates; salesmen. 3 - 3rd Level White Collar: Clerical workers; retail sales workers. 4 - Skilled and Semi-Skilled Blue Collar: Craftsmen; foremen; operatives; etc. Policemen; firemen. 5 - Laborers (includ. farm laborers); domestics; service workers (garbagemen, street cleaners, etc.) 6 - Farmers: Farm managers; farm owners X - Data missing
25	Property Ownership of Respondent or Immediate Family (Where inconsistency of parent and pupil responses, assume parent information correct and code appropriately. Mark with red pencil, change on pupil questionnaire.)	0 - None (other than movable things) 1 - Own home 2 - Own property in addition to home X - Data Missing

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For Pupil respondents. code Y in each column 26 through 47.

26 - 32 Organizations to which Respondent Belongs

Directions for coding columns 26 through 32:

1. There is no X (data missing) code for columns 26 through 32. If respondent left questions 13 and 14 of questionnaire blank, code 0 in each column, 26 through 32.

2. Code (by number in each category of organizations) all those listed by the respondent which clearly belong in the given categories.

3. Code (by numbers) in category "all others," column 32, the following:

   a. Those organizations which do not belong clearly in any of the given categories of columns 26 through 31; AND

   b. Those organizations listed by respondent by initial only and which you and/or other coders are unable to decipher; AND

   c. Those organizations which are simply unreadable.

4. School Boards are not considered organizations for this code.

5. Try as much as possible to identify organizations listed by initials before counting and putting into columns 32.

6. If local, state and national levels of same organization are listed by respondent, code as 3 organizations.

7. If respondent gives 1 or 2 organizations in same category and then says "and others like it" give credit for 1 more organization.

EXAMPLE: Respondent lists 6 organizations as follows: DAR; Young Democrats; XQJ; NAACP; stonkquty; and Bd Member X Schl.

Coding would be:

Col	
26	1
27	0
28	1
29	0
30	0
31	0
32	3

Column Number	Information to be coded	Code
26	Fraternal and Social Organizations: Number Respondent belongs to (Examples: Elks, Masons, Amer. Legion; fraternities and sororities, except professional frat. and sor.; bridge clubs; sewing circles, etc. DAR.)	0 - None: (or left whole Q. 13 and 14 blank) 1 - One 2 - Two 3 - Three . . . 9 - Nine or more Y - Inapplicable: Pupil respondent
27	Service Organizations (Examples: Rotary, Lions, Exchange; Chamber of Commerce; PTA; AAUW; Boy/Girl Scouts; Youth Councils; 4-H; Camping Assoc.; YW/YM; Red Cross; Welfare Groups; etc.)	0 - 9 (same as above) Y - Inapplicable: Pupil respondent
28	Political Organizations (Examples: Young Repub./Dem.; County Rep/Dem; League of Women Voters; etc.)	0 - 9 (same as above) Y - Inapplicable: Pupil respondent
29	Professional and/or Occupational Organizations (but not Unions) (Examples: AMA; Bar Association; APA; Prof. frat. & sororities; Phi Delta Kappa; Teachers' Assoc. - like NEA; Grange Farmer's associations; postal clerks assoc.; assoc./societies of engineers, etc.)	0 - 9 (same as above) Y - Inapplicable: Pupil respondent
30	Unions (All AFL-CIO; Teamsters; etc. Teachers' Union is AFT)	0 - 9 (same as above) Y - Inapplicable: Pupil respondent
31	Church Organizations (All - except just membership in the church)	0 - 9 (same as above) Y - Inapplicable: Pupil respondent
32	ALL OTHERS (Examples: Nat'l pressure groups like Amer Civ Lib Union or NAACP; Urban League; Business and Prof Women's Club; AND any that cannot decipher initials of; and any can't read.)	0 - 9 (same as above) Y - Inapplicable: Pupil respondent

For pupil, and parent and Board Member respondents, code Y in each column, 33 thru 47

33 - 42 Years teaching experience of Respondent:

Directions for coding columns 33 through 42:

Since question 17 was given to official school personnel (excluding Board Members in sample but including administrative personnel), and since respondents were not asked to check "none" at the various separate levels (elem, jr, sr, coll.). The coding should be done as follows:

1. For respondents who give number of years for 1 or more of the levels but who also leave blank 1 or more of the levels, code number of years given for any level and then code 00 for other levels (i.e. those left blank.)
2. Administrators or supervisors (system or school) may have taught prior to their present administrative position. Code their responses to Q. 17 as in Rule 1.
3. For any respondent who leaves the whole question blank, code X (missing data) for each column, 33 through 42.
4. In columns 41-42, code the total number of years recorded for the four levels of teaching experience.
5. Give credit for full year if any position of a year is listed.

Column Number	Information to be coded	Code
33 - 34	Elementary teaching experience: Number of years	00 - None 01 - 1 Year 02 - 2 Years ..... 99 - 99 Years XX - Data missing YY - Inapplicable: Respondent not given Q. 17 (Parents, pupils, Bd., members)
35 - 36	Junior High teaching experience: Number of years	00 - 99 (same as cols. 33-34) XX - (same) YY - (same)
37 - 38	Senior High teaching experience: Number of years	00 - 99 (same as cols. 33-34) XX - (same) YY - (same)
39 - 40	College teaching experience: Number of years	00 - 99 (same as cols. 33-34) XX - (same) YY - (same)

Column Number	Information to be coded	Code
41 - 42	Total Number of Years Teaching Experience--all levels (Add number of years from columns 33 through 40.)	00 - No teaching experience 01 - One 02 - Two .... 99 - 99 years XX - Data missing YY - Inapplicable: Respondent not given Q. 17 (Parents, pupils, Bd. members)
43 - 44	Number of Years in Present or Last Position: ("Last" refers to former teachers' last position.) (Code number of years given by respondent. If a part of a year is given, give credit for full year.)	01 - One Year 02 - Two Years 03 - Three Years .... 99 - Ninety-nine years XX - Missing data YY - Inapplicable: Resp. not given Q. 19. (Pupils, parents, and Bd. Members)
45	Level of Academic Training of Respondent (Use code category 1 only if unable code 2 through 5. Some respondents check certification plus level of training. Code category 1 is reserved for those certified but who do not have BA, MA, etc. Check for consistency of respondent with Q. 10 (cols. 17 and 18)	1 - Certification only (see direc.) 2 - BA; BS; (code here even if respondent lists hours towards MA) 3 - MA; MS. 4 - Post-MA (resp. lists hours towards Ph.D or additional work beyond MA) 5 - Ph.D (and any beyond Ph.D) X - Data missing Y - Inapplicable. Resp. not given Q. 20.
46	Training Institution Undergraduate (Definition: Local means codes 0, 1, 2, 3, and 4. If more than 1 school is given by respondent, code local schl.) If 2 or more local schools are given, toss a coin to decide which local school to code except if 2nd local school is code 0. If 2nd local school is National or KC-Jr Coll, code the other local school without coin-tossing. If more than one non-local school is listed, toss coin to decide which school is to be coded.)	0 - National College; K.C. Junior College and K.C. Teachers' College 1 - K.C.U. (Kansas City Univ.) 2 - Wm. Jewell 3 - Park 4 - Rockhurst and St. Theresa's 5 - M.U. (Univ. of Missouri) 6 - K.U. (Univ. of Kansas) 7 - Warrensburg (Central Mo. State Coll.) 8 - Other Teachers Colleges in Kansas and Missouri; Pittsburgh, Emporia, N.E. Mo. State, S.W. Mo. State, etc. 9 - All other colleges and univ. in Kansas Missouri, elsewhere in US and abroad X - Data missing Y - Inapplicable: Resp. not given Q. 21.

Column Number	Information to be coded	Code
47	Training Institution Graduate (Check consistency with Q. 20, col 45; and with Q. 10, cols. 17 and 18.) Same rules apply here for coding as in col. 46.	0 - No graduate work 1 - 9 Same code as col. 45 above X - Data missing Y - Inapplicable: Resp. not given Q. 21.
48	Number of Persons in Respondent's family--EXCLUDE Respondent. (Count number of "Family Member Information" Sheets.)	0 - None 1 - One 2 - Two .... 9 - Nine X - Data missing
49 - 50	Total Number of Years of Education Completed by All Family Members--EXCLUDE Respondent. (Rules: Code total yrs. completed as given by respondent for all persons. Include present schl. year--e.g. "now in 2nd grade" is counted as 2 yrs. completed and 2 is added to total # of yrs. for family. Unless resp. specifies a full year or more of training or education in secretarial school or IBM schl, do not total in the information. Exclude years of training as apprentices in skilled trade. Kindergarten is counted as # years of school completed.) Check consistency of parent and pupil responses. Where inconsistent, code parent's response and mark in red pencil on questionnaire. (But note: Total # of years will not be same for parent and pupil, since the total is exclusive of respondent.	00 - None 01 - One 02 - Two .... 99 - Ninety-Nine XX - Data missing (Before code here, check both parent and pupil questionnaires for information). If some of "Family Member Information"sheets don't have years of education listed, code here.. unless person describing on the sheet is infant or non-school-age person.

Column Number	Information to be coded	Code
51	**Number of Pupils in Family:** **Exclude** Respondent. **Definition:** "Pupil" refers to persons in elementary, jr. high or sr. high school. **Exclude** college students as pupils. **Exclude** persons in secretarial schools, apprentices for skilled trades, etc.	0 - None 1 - One 2 - Two 3 - Three .... 9 - Nine X - Data missing
52	**Number of School Personnel in Family: Exclude Respondent.** (Definition: "School Personnel" includes **only** teachers, former teachers, supervisors, administrators, Bd. Members.) **Exclude** all other responses given here, such as secretary at public school, PTA President or Mother's Club, Parents Group, etc. **Rule:** (Code) 0, not X, when Q. 5 left blank on some "Family Information Sheets." (Some respondents careless and didn't write in "None.")	0 - None 1 - One 2 - Two 3 - Three .... 9 - Nine X - Data missing (for those few respondents where research personnel forgot to give family information sheets.)

53-65 **Information about the sample, the school system and the school.**

Directions: **Except** for part of column 53 information, the information for columns 53-65 is not found on the questionnaires.

Position (for the sample used in this study), school system, **school** and **interviewer** information is all found on the small cards.

The information needed for the other columns is found on the typed pages of code, numbered __A__, __B__, and __C__.

Column Number	Information to be coded	Code
53	**Position** (Category assigned respondent in our sample) (For codes 7 and 8 use Qs 10 and 16 on the questionnaire to determine if administrator is for a single school **or** for a system.)	1 - Teacher 2 - Parent 3 - Pupil 4 - Supervisor 5 - Former teacher 6 - Board Member 7 - Administrator: **School** (e.g. school principal)

Column Number	Information to be coded	Code
		8 - Administrator: System (e.g. Supt. of Schools, Curriculum Director, School Psychologist or anyone not associated with a particular school) There is no X or Y category here.

Parent and pupil respondents of the same family should be coded exactly the same way for columns 54 through 65.

Column Number	Information to be coded	Code
54 - 55	School System (No YY code here)	01 - K.C., Mo. 02 - K.C., Kansas 03 - Independence, Missouri 04 - North Kansas City 05 - Wyandotte County 06 - Shawnee Mission 07 - District #110 08 - Ruskin 09 - Center 10 - Johnson County 11 - Olathe 12 - Clay County 13 - Grandview 14 - Lee's Summit 15 - Platte County XX - Data missing: Former teachers if information is not available.
56	State School System is Located in. (no Y code here)	1 - Missouri 2 - Kansas X - Data missing: Former teachers if information is not available.

For Board Members, System Administrators and others not associated with a particular School, code Y in columns 57 through 64.

Column Number	Information to be coded	Code
57 - 58	School Respondent Is Associated With (Find school on small card. Find code category on School Sheets.)	01 - 30 XX - Data missing; former teachers (small card should indicate if former teacher associated with a particular school.) YY - Inapplicable: Bd. Member, system admin., and those not assoc. with a particular school.
59	Type Community School Is Located In (See School Sheets.)	1 - Rural 2 - Suburban 3 - Urban X - Data missing: Former teachers Y - Inapplicable: System personnel

Column Number	Information to be coded	Code
60	Level of School (See School Sheet.)	1 - Elementary 2 - Junior High 3 - Senior High/Secondary School X - Data missing: Former teachers Y - Inapplicable: System personnel
61	Number of Teachers in School (See School Sheet.)	1 - 1-5 2 - 6-10 3 - 11-20 4 - 21-50 5 - 51 and over X - Data missing: Former teachers Y - Inapplicable: System personnel
62	Number of Pupils in School (See School Sheet.)	1 - 1-50 2 - 51-125 3 - 126-300 4 - 301-500 5 - 501 and above X - Data missing: Former teachers Y - Inapplicable: System personnel
63	Pupil-Teacher Ratio of School (See School Sheet.)	1 - 1-20.9 2 - 21-30.9 3 - 31 and over X - Data missing: Former teachers Y - Inapplicable: System personnel
64	Socio-Economic Status of Area In Which School Located (See School Sheet.)	1 - Middle class and above 2 - Upper lower class 3 - Middle lower and lower lower class 4 - Rural (upper lower and lower middle class) X - Data missing: Former teachers Y - Inapplicable: System personnel
65	Interviewer No X or Y column. (See lower right hand corner of small card.)	1 - T (....) 2 - S (....) 3 - B (....) 4 - R (....)

SCHOOL SHEET

Urban Sample

School	(School Code)	State	County	System	Level	No. of Teachers	No. of Pupils	Pupil-Teacher Ratio	Social Class Code
Switzer	01	Mo.	Jackson	K.C. Mo.	Elem.	24	730	30.4	3
McKinley	02	Ks.	Wyandotte	K.C. Ks.	Elem.	6	231	38.5	1
Ott	03	Mo.	Jackson	Indep.	Elem.	27	960	35.6	2
Manual	04	Mo.	Jackson	K.C. Mo.	Sec.	54	868	16.1	3
Morse	05	Ks.	Wyandotte	K.C. Ks.	Elem.	8	324	40.5	3
Humboldt	06	Mo.	Jackson	K.C. Mo.	Elem	12	342	28.5	3
Marlborough	07	Mo.	Jackson	K.C. Mo.	Elem.	17	570	33.5	1
Whitmore	08	Ks.	Wyandotte	K.C. Ks.	Elem.	9	321	35.7	3
Rollins	09	Mo.	Jackson	K.C. Mo.	Elem.	10	310	31.0	1
Northeast Jr.	10	Mo.	Jackson	K.C. Mo.	Jr. Hi.	71	1,472	20.7	2
Suburban Sample									
Turner	11	Ks.	Wyandotte	Wyand.Co.	Sec.	44	791	17.9	3
Big Shoal	12	Mo.	Clay	N.K.C.	Elem.	14	428	30.6	2
Indian Hills	13	Ks.	Johnson	Shawnee Mission	Jr. High	39	904	23.2	1
South Park	14	Ks.	Johnson	#110	Elem.	13	378	29.1	3
Lindberg	15	Ks.	Wyandotte	Wyand.Co.	Elem.	14	308	22.0	3
Crestview	16	Mo.	Clay	N.K.C.	Elem.	19	530	27.8	2
Burke	17	Mo.	Jackson	Ruskin	Elem.	20	703	35.2	2
Boone	18	Mo.	Jackson	Center	Elem.	34	1,080	31.8	1
Valley View	19	Ks.	Johnson	John.Co.	Elem.	8	262	32.8	2
Greenwood	20	Ks.	Johnson	John.Co.	Elem.	5	116	23.2	1
Rural Sample									
Washington	21	Ks.	Johnson	Olathe	Elem.	9	234	26.0	4
Grandview Hi.	22	Mo.	Jackson	Grandview	Sec.	18	500	27.8	4
Pleasant Grove	23	Mo.	Clay	Clay Co.	Elem.	1	19	19.0	4
Westview	24	Mo.	Jackson	Lees Sum.	Elem.	14	427	30.5	4
Washington	25	Mo.	Clay	Clay Co.	Elem.	2	43	21.5	4
Sunlight	26	Ks.	Johnson	John.Co.	Elem.	1	14	14.0	4
Walnut Grove	27	Mo.	Clay	Clay Co.	Elem.	2	63	31.5	4
E. Platte	28	Mo.	Platte	Platte Co	Elem.	10	235	23.5	4
Belleview	29	Ks.	Johnson	John. Co.	Elem.	1	23	23.0	4
Bonner Springs Hi.	30	Ks.	Wyandotte	Wyand.Co.	Sec.	27	435	16.1	4

For pupil respondents, code Y columns 66 through 75. (They were not given Q. 15.)

Column Number — **Information to be coded**

66 - 71 **Substantive Content of Responses to Q. 15--"Two or three most impt. problems facing education today."**

Directions for coding:

1. **Each problem coded as in categories below--2 columns for each problem. Space is provided for coding the first three appropriate problems mentioned by the respondent. (Any others are not coded.)**
2. **Code any response category only once, even if respondent treats what we consider a single category as if it were two or three problems.**
3. **On the other hand, even if a respondent treats a problem as one problem, but the problem cuts across 2 of our code categories, code as if it were 2 problems. (For example, respondent writes "we need more qualified teachers to handle science education today"--this response would be coded into categories 04 and 01.)**

66 - 67 **1st problem**

Code:

01 - Educational goals, educational standards, curriculum planning, philosophy of education: Problems of a general nature concerning the goals of education--education of whom for what.

e.g., traditional skills and basic subjects emphasis; technical and scientific emphasis; 3 R's; education for democracy (citizenship training); education for living; social skills emphasis; education to meet needs of various kinds of pupils (mental-age ability grouping) or special education needs--gifted children or retarded children.

02 - General Financial Problems of School System:

e.g., adequate tax base needed (or changes therein); different kind of tax base for schools; bond issues; money to operate schools; money to carry out school goals.

03 - Financial Rewards of Teachers/School Personnel:

e.g., salary scales; retirement benefits; vacation pay; employee benefits as in industry.

Column Number	Information to be coded

04 - System Staffing Problems:

e.g., recruitment of teachers; training of teachers; quality/qualifications of teachers; turnover of teachers; ability of teachers--any breakdown (interested, "good," understanding, "like kids"); needs for special kinds of teachers--science, special education, language, art, music, etc.; shortage of teachers.

05 - School Facilities and Equipment Problems:

e.g., overcrowded buildings and classrooms: large classes/no space; out-dated buildings and equipment; special needs--gyms, laboratories, music rooms, etc.; provision for material needs of students; large classes related to facilities.

Note: If large classes stated as a problem in classroom management for teachers, code 10.
If large classes stated as a problem of increasing population or an expanding school system, code 06.
BUT if state large classes and nothing more, code 10.

06 - Administrative Problems within the School System and/or Within School Building: (Also, state administrative problems.)

e.g., relationships between Board of Education, Superintendent, teachers, principals and/or supervisors; too many onerous duties for teachers piled on top of teaching load; keeping kids in school, dropouts; upgrading certification standards, etc.

07 - Community and Public Relations of School System: (applies to system or schools in general; if applies to personnel then use code 08.)

e.g., School consolidation; school integration ("equality of races in schools"); pressure group problems--citizens councils for schools or parents want to run schools; lack of public understanding of schools and educational practices; education of parents about schools; lack of public interest in education or in schools; parental support; privilege or right of teacher to discipline.

08 - Status of School Personnel/Teachers--Professional, Community and/or Social Status:

e.g., relation of teachers to the community--how much freedom allowed, etc.; school personnel acting like or being treated as professionals which they are; having professional attitudes; lack of status of profession, etc.; too many outside activities required by parents.

Column Number	Information to be coded

09 - **Problems of Schools as a Result of Influence of or Relationship to Other Societal Institutions:**

e.g., Home-family deficiencies; laxity of church training; TV interference with homestudy; juvenile delinquency and neighborhood problems; hot rods; lack of parental discipline, working mothers, problem parents, more home discipline.

10 - Classroom Management--Teacher Problems, Expectations, Goals, Motivations, etc., in classroom; AND Pupil Problems, Behavior, Goals, etc., in classroom:

e.g., keeping children in school regularly; keeping child interested in education; self-confidence of pupils on graduation; teaching methods to use; discipline of pupils--control of rowdy, noisy, spoiled kids; expecting too much/little of pupils; getting pupils to realize importance of education; guidance of pupils; handling emotional problems of pupils; large classes (see note under Code 05); (lighter class load); more homework.

(Code 10 is distinguished from code 01 on a general-specific basis. Code 01 has to do with general educational goals and problems (system) whereas code 10 is more concerned with problems as they arise in the classroom and with the interaction of teacher-pupil.)

11 - OTHERS: Use code 11 only if it is really an answer to the question which does not fit any of the other categories. If response is NOT, in fact, an answer to the question, code XX.

XX - Data missing: Data incomprehensible; respondent gives response but one which is not an answer to the question.

YY - Inapplicable: Pupil respondents were not given Q. 15. Code here.

68 - 69 2nd Problem

00 - No 2nd problem listed by respondent
01 - 11 same as columns 66-67
XX - Data missing
YY - Inapplicable

70 - 71 3rd Problem

00 - No 3rd problem listed by respondent
01 - 11 same as columns 66-67
XX - Data missing
YY - Inapplicable

72 - 76 The Orientation/Direction of Responses Given to "Q." 15. "Two or 3 important Problems Facing Education Today."

Directions for Coding:

1. **Read the total response of the respondent to question 15--a listing of major problems facing education today.**
2. **No matter how many problems were coded in the previous columns, 66-71, take the total response and code the orientation/direction of the problems listed and code in the following 4 columns in the categories provided.**
3. **Some respondents will give problems which can be coded in each of the 4 columns whereas others will give problems codable into only one or two of the 4 columns.**

72 Problems Oriented/Directed toward the Operation/Administration of the School System:

e.g., general financial problems, bond issues, tax base, etc; school facilities and equipment problems; system or state school administration problems; rising enrollments.

Code:

0 - None of problems listed by respondent fall into this category of direction/orientation

1 - 1 or more of the problems listed by the respondent fall into this category

X - Data missing: Respondent left whole Q. 15 blank

Y - Inapplicable: Pupil respondents did not receive Q. 15

73 Problem Oriented/Directed toward Educational Goals, Phil. of Education or Curriculum:

Code:

0 - None of problems listed by respondent fall into this category of orientation/direction

1 - 1 or more problems listed fall into this category BUT goals, philosophy, etc., listed are considered to be traditional in emphasis: Need emphasis on subject matter, more science, 3R's, less frills, etc.; raising ed. standards

2 - 1 or more problems listed fall into this category BUT goals, philosophy, etc., listed are considered to be non-traditional in emphasis: Need to teach children to live in democracy, need to teach social skills, want citizenship training, need to help children become whole persons, etc., ability grouping, gifted, etc.

3 - 1 or more problems listed fall into this category BUT (a) cannot tell if traditional or non-traditional emphasis OR (b) both traditional and non-traditional emphases are listed.

Code:

X - Data missing: Whole Q. 15 left blank

Y - Inapplicable: Pupil respondents did not receive Q. 15

74 Problem Oriented/Directed toward School Personnel:

Code:

0 - None of problems listed by respondent fall into this category of orientation/direction

1 - 1 or more of the problems listed by the respondent fall into this category.

X - Data missing: Whole Q. 15 left blank

Y - Inapplicable: Pupil respondents

75 Problem Oriented/Directed toward Pupils:

Code:

0 - None of problems listed by respondent fall into this category of orientation/direction

1 - 1 or more of problems listed by respondent fall into this category of orientation/direction: e.g., getting pupils to realize importance of education; handle emotional problems of students; guidance of young people, etc. Any response which is related directly to needs or effects on pupils of system or teacher problems.

X - Data missing: Whole Q. 15 left blank

Y - Inapplicable: Pupil respondents not given Q. 15

76 Public Relations (school-community) and Other Societal Influences:

Code:

0 - None

1 - 1 or more

X - Data missing

Y - Inapplicable

Code E_2 - Page 19 (Beginning of Second Deck)

This deck has coded information for Questions 16, 18, 22 and 23 of Personal Information Questionnaire--given only to School Personnel (excluding parents, pupils and Board Members)

Column Number	Information to be coded	Code
1 - 3	Deck Number - IBM	006
4 - 6	Respondent Number	001 - 999

Columns 7 through 17 refer to responses to Question 16, namely, "Please describe in a short sentence your major job in the school system. What do you spend most of your time doing?" (Also refers to Question 16 given to former teachers).

Column Number	Information to be coded	Code
7	General Molar or Specific Molecular Functions Listed by Respondent	1 - General Functions: Respondent lists ONLY title of job or only general function; NO details of any kind given: Examples: Teachers, supervisor, administrator, public relations, studying, guiding, instructing, teaching, classroom teacher. 2 - Specific Functions: Details given (no matter how few or how many): List what or whom teach, supervise or administer. Examples: Teach 3rd grade pupils; teach elem. level; guide pupils; impart concepts to young people, etc., administrative tasks listed; give information about phil. of education believe in, etc., etc. X - Data missing,--incomprehensible, etc
8	Job, Position, Title or Function response as opposed to an interaction or collectivity response	1 - Job, Title, Position, Functions Listed ONLY or Response oriented to self only. Examples: Supervisor, teacher, administrator; supervise schools; adm. tasks in school system; teach in self-contained classroom; teach __ grade (if only gr.-level mentioned); teach ________ (if only subject matter given). 2 - Interaction Response: Reciprocal relations with others or effects of what do on or with others given: Examples: Selection/supervision of professional personnel; teach children (pupils, boys and girls,

Column Number	Information to be coded	Code
		youth, young people); work with teachers and administrators; solve school problems of patrons--Bd. members and parents. X - Data missing--incomprehensible

Columns 9 - 14 inc., apply to teachers and former teachers only. (Code all other respondents Y)

One subject may list responses which fit into several categories. These will be coded in each appropriate category.

Column Number	Responses re Question 16 (Major Job and Duties)	Code
9	Develop Potential of Children (General) (instruct or teach children or some grade level, general guidance of children)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded 1 in Column 7. Y - Inapplicable
10	Develop talents or abilities in SUBJECT MATTER (whatever listed--e.g., basic subjects math, language arts, etc. Also includes academic and vocational guidance)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded in column 7 Y - inapplicable
11	Develop social, emotional and/ or personality skills (e.g., learn to live gracefully with others, develop socially with their group; help be happy; help be secure, etc., i.e. personality guidance)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded 1 in column 7. Y - inapplicable
12	Develop values/life philosophy (e.g., teach moral and spiritual values, teach love and respect; educate for living in democracy; try to teach understanding of world, etc.	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded 1 in column 7. Y - inapplicable

Column Number	Responses re Question 16 (Major Job and Duties)	Code
13	**Provide proper learning situation or environment/atmosphere** (e.g., teach in direct personal contact with each child, teach in self-contained classroom, etc.)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded in column 7 Y - inapplicable
14	**Classroom Methods** (e.g., record-keeping, testing, and disciplining)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded in column 7 Y - inapplicable

COLUMNS 15 - 17 APPLY TO SUPERVISORS AND ADMINISTRATORS ONLY
(All teachers and former teachers are coded Y.)
Responses may be coded into more than one category.

Column Number	Responses re Question 16 (Major Job and Duties)	Code
15	**Administrative duties not specifically oriented toward overall educational goals/philosophy** (e.g., scheduling, maintenance, budgeting, staffing, discipline, school personnel relations, community relations)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded in column 7. Y - inapplicable
16	**Duties oriented toward over-all Educational goals and philosophy** (e.g., curriculum planning) education of whom for what	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded 1 in column 7 Y - inapplicable
17	**Specific supervisory duties** (e.g., art, music, athletics, extra-curricular activities, special education--gifted, handicapped, etc.)	0 - no response of this type 1 - a response of this type X - data missing, no answer Q. 16 or coded 1 in column 7. Y - inapplicable

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COLUMNS 18 through 23 REFER TO QUESTION 18, namely: "In what areas of Curriculum would you feel especially qualified?" (Also refers to Question 18 given to former teachers.)

Column 18 categorizes responses by subject matter areas. Columns 19 - 23 categorize responses by orientation.

Column Number	Responses to Question 18 re Curriculum areas of competence	Code
18		0 - Information fits none of categories (e.g., supervision, guidance, coaching, counseling, etc.) "basic subjects" 1 - Language Arts (reading, writing, spelling, foreign languages, etc.) 2 - Social Sciences (any social studies given) 3 - Physical & biological Science (any given) 4 - Expressive Areas (art, music, drama, etc.) 5 - Skill areas (phys. ed., shop, industrial arts, typing, bookkeeping, shorthand, home economics, etc.) 6 - Math (arithmetic) 7 - Unified Studies, Common Learnings 8 - Mixed: Fits two or more categories 1 - 8 X - Data missing, incomprehensible. Whole question 18 unanswered.
19	Orientation toward Function (e.g., guidance, teaching, administration, supervision, counseling, coaching, etc.)	0 - no response of this category 1 - related response X - data missing
20	Orientation toward Grade Level (e.g., pre-school, kindergarten, Jr/Sr high, elem., or a specific grade such as 2nd, etc.)	0 - no response of this category 1 - a related response X - data missing
21	Oriented toward General Subject Matter e.g., elementary/primary/basic subjects; general or vague answers)	0 - no response of this category 1 - a related response X - data missing
22	Oriented toward Broad Curriculum Areas of Subject Matter (e.g., language arts, social studies, science, industrial arts, 3'R's, physical ed., business subjects, etc.)	0 - no response of this category 1 - a related response X - data missing

Column Number	Responses to Question 18 re Curriculum areas of competence	Code
23	Oriented toward Specific Subject Matter (e.g., spelling, reading, math, German, French, art, chemistry, US history, geography, football, dancing, etc.) Unified Studies or Common learning Include here combination of specific subject matter, e.g., "English - History"	0 - no response of this category 1 - one or more responses X - data missing

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COLUMNS 24 through 29 REFER TO QUESTION 22, namely: "Please describe in a short sentence the major reasons which caused you to enter the profession of education."

Code the first three reasons given. Code any category only once even if respondent treats it as if two reasons; however, if reason given by respondent cuts across two of the categories, code in both even though respondent has treated it as one reason.

Column Number	Responses to Question 22 Reasons for Entering	Code
24 - 25	First reason given	The same system of coding is used for all three reasons listed by respondent, namely:
26 - 27	Second reason given	
28 - 29	Third reason given	01 - Influence or example of Parents, Family, Relatives and Close Friends (Does not include school personnel) (e.g., mother, father, wife, siblings) 02 - Influence or example of School Personnel (e.g., teachers, administrators, college professors, career class) 03 - Interest in Subject Matter-Academic (e.g., strong interest in work in academic area I enjoyed) Here it it is not necessary to specify which area.) 04 - Interest in Children or People (e.g., I like, love, enjoy, etc., children; wanted to work with people, etc.)

Column Number	Responses to Question 22 Reasons for Entering	Code

05 - Interest in and Challenge of Teaching
(e.g., emphasis on satisfactions and rewards of teaching per se, such as: Enjoy teaching, enjoy guiding young, challenging, never a dull moment).

06 - Service to Others (Moral - Social)
(e.g., owed debt to society.)

07 - Professional Status
(reasons related to concept of teaching as a profession - it's a worthy profession, world's most important profession a progressive profession.)

08 - Material Job Benefits
(e.g., steady salary, secure, not delayed; always jobs available; vacation periods nice; good job for women, good hours.)

09 - Personal Destiny
(e.g., as long as can remember have wanted to be a teacher; from early age wanted to teach; a desire from childhood; seems as if knew nothing else.)

10 - Accidental, private circumstances. Ecological (location)
(e.g., after husband's death turned to teaching; wanted to be near own child; trained for soc. work (or something else) but went into teaching, unable to continue graduate school so went into teaching; lived close teacher's college; only job available at time with my qualifications.)

11 - Any other reasons
(Reasons given is in fact an answer to question but vague, too general such as various circumstances, thought I would like it, seemed challenging/interesting/stimulating.)

XX - Data Missing, Incomprehensible, or irrelevant to question

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COLUMNS 30 through 33 REFER TO QUESTION 23, namely: "Please explain in a short sentence if you had it to do over again, would you still enter education and why?"

Column 30 - Would or would not enter field again.

Columns 31 - 33 - First three reasons for answer.

Column Number	Responses to Question 23	Code
30	Would enter again	2 - I don't know or gives both positive and negative evaluations 1 - Yes, would enter field again 3 - No, would not enter field again X - Data missing or incomprehensible
31	First Reason for Choice	The same system of coding is used for all three reasons listed by respondent as given below in codes 1-5
32	Second Reason for Choice	
33	Third Reason for Choice	

1 - Interest or Lack of Interest in Subject Matter - Academic (e.g., best for person of my interests, and appetites coming out of a univ.)

2 - Esteem or Lack of Esteem for Education as a Profession (e.g., good, worthy, important, high-status, honorable, social service, produces feeling doing something worthwhile, world's most important profession; much service can be rendered, in educ., lies hope of world, etc. (challenging, interesting or stimulating profession where word "profession" specifically stated.)

3 - Personal Enjoyment or Satisfaction (or lack of) specifically related to interaction with pupils. (Rewards, satisfactions, interest in, enjoyment of, and effect of work upon children or other persons.)

(e.g., like children, love of children, help children in fight vs. ignorance, working with youth of our nation, watching growth of children, molding lives of young people, enjoy working with boys and girls, need for giving children security, teaching children, contribute to better life for even one person; contacts with children most rewarding, seeing

Column Number	**Responses to Question 23**
	growth of youth, relationships with parents, other teachers, other professionals.
	4 - Personal Enjoyment or Satisfaction (or lack of) except as specifically related to interaction with pupils **(e.g., enjoy it, have felt real satisfaction in work, have been happy in work, feeling of accomplishment, personal satisfactions I desire most, met more than in other professions; most rewarding thing I could have done; greatest field of creative activity; all kinds of mental and social activity)**
	5 - Material Job Benefits or Lack of **(e.g., pay delays, good job for women, prepares well for living, security, community status, hometown for my kids)**
	X - Data Missing

Code E_3 **- Page 1***

Backgrounds Study-Social Situations in School Settings

Column Number	Information to be Coded	Code

General Orientation

This code is designed to handle a certain type of highly complex response by respondents. The so-called "complete" response contains a report of two types of activity - by pupils and by one alternate actor. Thus, we allow for responses such as; "Pupils listening to teacher reading English assignment." Each of these reports of activity may be broken into a number of independent dimensions which are separately codable. However, any number of aspects of response may be missing, thus we might find such "condensed" responses as "reading" or "English". We allow for these possibilities: (1) By "typing" all responses in terms of their completeness. (2) By coding appropriately the remaining dimensions of such incomplete responses. The system thus formed is not a perfect one, but it allows for the complete coding of the majority of responses. Missing, for instance, is the possibility of coding double action responses where both actors or acting groups are adults. (There should be few such responses.) There may also be some few problems in deciding whether to code incomplete information in appropriate "pupil" or "adult" dimensions. Generally, the "pupil" dimensions will be assumed to have primacy. (a) There are generally, more pupils in most school settings. (b) When pupils are mentioned, they are more often the subjects of the responding phrases while teachers are more often being responded to. Other problems are covered under the individual coding dimensions.

1-3	Deck Number	007
4-6	Respondent Number	001-999
7	Type of Response for Pupil	0 - All information about pupil activity missing 1 - Pupil action only codable 2 - Pupil person only codable 3 - Pupil object only codable 4 - Pupil action and person only 5 - Pupil action and object only 6 - Pupil person and object only 7 - Pupil person, action and object only 8 - Pupil action, person and instrument 9 - Pupil action, object and instrument X - Pupil action, object and instrument Y - Pupil Complete (person, action, object and instrument)
8	Type of Response for Adult	0 - Coded as in Type of Response 1 - for Pupil 2 - ... Y -

*See Appendix B_3.

9 Pupil Person Number

0 - No pupil person codable, although other codable material relation to pupil action is present.
1 - Activity specified as being performed by an individual pupil.
2 - Activity specified as being performed by a group (or groups) of pupils.
3 - Unclear number, although pupil or pupils clear.
X - Irrelevant response.
Y - Inapplicable - actions listed are oriented solely towards adult functions.

10-11-12 Pupil Action

000 - Pupil action unspecified, although other codable material relating to pupil activity is present.
010 - Pupil in unspecified action as an actor.
011 - reading
012 - writing
013 - sweeping
014 - talking
015 - testing or giving tests
016 - singing
017 - working
018 - talking and laughing
019 - attending
020 - lying down
021 - playing
022 - play acting or dramatizing
023 - meeting or greeting someone
024 - checking in and/or out
025 - studying
026 - walking
027 - supervising or administering
028 - interviewing
029 - loitering or loafing
030 - teaching (general)
031 - checking or examining
032 - resting or relaxing
033 - cooking or preparing food
034 - eating
035 - sending
036 - putting back or replacing
037 - misusing
038 - cheating or copying
039 - shirking or avoiding
040 - tattling
041 - quarrelling and/or fighting
042 - forming
043 - getting or looking for
044 - taking
045 - smoking
046 - wasting time
047 - treating
048 - hanging up or setting up
049 - gambling
050 - asking
051 - answering
052 - buying
053 - waiting
054 - explaining or describing
055 - persuading
056 - learning
057 - doing
058 - instructing, commanding, or telling
059 - running or chasing
060 - disregarding or ignoring
061 - cataloging
062 - repairing or servicing
063 - practicing
064 - decorating
065 - grading or scoring
066 - preparing
067 - going to or from
068 - coming to or from
069 - participation
070 - visiting
071 - racing
072 - diving
073 - making
074 - taking care of, attending to, or providing for
075 - climbing

Code E_3 - Page 3

076 - throwing
077 - sliding down or on
078 - showing, presenting, or exhibiting
079 - gathering or collecting
080 - using or making use of
081 - drinking
082 - taking or leading to a location
083 - helping or assisting
084 - cleaning up
085 - choosing or electing or selecting
086 - reading orally or reciting
087 - enjoying
088 - sharing
089 - drawing or painting
090 - discussing
091 - putting on or taking off (clothes) or dressing
092 - disciplining or keeping discipline or order
093 - waiting
094 - looking at, inspecting, or previewing
095 - browsing
096 - having
097 - giving to or handing to
098 - preparing to go or leave
099 - laughing
100 - taking turns
101 - sending for
102 - complaining
103 - celebrating
104 - daydreaming
105 - speaking (formal)
106 - directing
107 - whispering
108 - sorting
109 - washing
110 - combing
111 - showering
112 - ransacking or looting
113 - engaging in
114 - cutting up or skylarking
115 - maintaining or keeping up
116 - building
117 - suggesting
118 -
119 - running off (as on ditto machines
120 - sawing
121 - sanding
122 - refinishing
123 - finishing

124 - storing
125 - jumping
126 - swinging
127 - reporting
128 - planning
129 - producing
130 - reviewing
131 - wearing
132 - excercising
133 - dancing
134 - pushing and/or pulling
135 - sitting
136 - leaping
137 - experimenting
138 - organizing
139 - snooping
140 - directing (same as 106) rep.*
141 - leading
142 - counseling or advising
143 - obeying
144 - saving
145 - thinking
146 - paying
147 - swimming
148 - floating
149 - improving
150 - observing
151 - scraping
152 - fascinating
153 - moving
154 - drilling and/or marching
155 - descending
156 - giving
157 - applying
158 -
159 - upsetting
160 - losing
161 - dropping
162 - acquainting
163 - wandering
164 -
165 - necking or kissing
166 - misbehaving
167 - telephoning
168 - typing
169 - sharpening
170 - counting
171 - changing
172 - registering or enrolling
173 - taking inventory
174 - arranging or rearranging
175 - adjusting
176 - distributing

*Repetition

177 - entertaining
178 - permitting or giving permission
179 - raising or lifting
180 - talking back

198 - transferring
200 - holding
201 - forms of verb to be
202 - selling
203 - respecting
204 - getting rid of or ridding
205 - ordering
206 - conducting
207 - caring
208 - serving
209 - developing
210 - strewing or throwing about
211 - detaining
212 - saluting
213 -
214 - opening
215 - joking
216 - carrying
217 - teasing
218 - standing
219 - clapping
220 - reciting
221 - sitting (same as 135)
222 - demonstrating
223 - solving
224 -
225 - researching
226 - preventing
227 -
228 - integrating
229 - stimulation
230 - whispering
231 - flirting
232 - progressing
233 - hiring
234 - wrestling
235 - planting
236 - blowing
237 - cutting
238 - crying
239 - nursing
240 - consoling
241 - moving
242 - racing
243 - tripping
244 - yelling
245 - mixing
246 - painting (same as 089)
247 - vaccinating
248 - forbidding
249 - disturbing
250 - sending (same as 035)
251 - overcrowding
252 - encouraging
253 - ringing

255 - turning on or off
256 - enrolling (same as 172)
257 - knocking
258 - buzzing

300 - lecturing
301 - changing (same as 171)
302 - marking off
303 - arranging (same as 174)
304 - presenting
305 - leaning
306 - choosing (same as 085)
307 - spilling
308 -
309 - cheering
310 - destroying
311 - riding
312 -
313 -
314 - chewing
315 -
316 - showing off
317 - ganging together
318 - measuring
319 - nailing or hammering
320 -
321 - trespassing
322 - dusting
323 - starting
324 - shoveling
325 - campaigning for election
326 - delivering
327 - "hero worshipping"
328 - borrowing
329 -
330 - composing
331 - introducing
332 - weighing and measuring

700 - Pupil as target of action, action unspecified.
701 - being examined
702 - being sent
703 - being talked to
704 - being treated

Code E_3 - Page 5

705 - being instructed or taught
706 - being supervised
707 - being tested or taking tests
708 - being helped or assisted
709 - being disciplined
710 - being interviewed
711 - being taken or led to a location
712 - being handed to or given
713 - being sent for
714 - being talked about
715 - being served
716 - being fought
717 - being watched
718 - being led (as in a discussion)
719 - being cared for
720 - being counseled or advised
721 - being observed
722 - being shown
723 - being described to
724 - being calmed or quieted
725 - being conducted
726 - being fed
727 - being discussed
728 -
729 - being checked on or for
730 - being looked for
731 - being detained
732 - being talked back to
733 -
734 - being stimulated
735 - being controlled
736 - being asked
737 - being persuaded

739 - being scolded
741 - being chased
742 - being consoled
743 - being forbidden
744 - being permitted
745 - being enrolled or registered
751 - being respected
752 - being introduced to
753 - being weighed and measured

800 - Pupil as audience of action, action unspecified.
801 - watching
802 -
803 - listening

Generally, a target is presumed to be a person in direct interaction with an actor under conditions where both are aware of each other as individuals. An audience, in contrast, is either unknown as a person by actor and/or target or behavior is definitely not aimed at him. Pupils in classroom are targets if the teacher is talking to them, are audience to specific attempts by teachers to control the deviancy of one member. Witnesses at plays and athletics events are audience.

900 - Pupil passive but unable to determine whether target or audience.
XXX - Irrelevant response
YYY - Inapplicable - activity listed is oriented solely towards adult functions.

13, 14, 15, 16 Pupil Object

(Pupil object is the end or goal towards which the pupil's action is tending. It is not the action taken nor the means (instrument) used to promote locomotion towards that goal.)

1000 - School subjects, general — used for coding undifferentiated responses.
1001 - teaching or learning activities (general)
1002 - research
1003 - lectures or instruction (gen.)
1004 - projects
1005 - classes
1006 - study hall or study period
1007 - discussion
1008 - group work
1009 - educational tests (gen.)
1010 - lesson plans
1011 - knowledge (gen.) or information
1012 - certification requirements for teachers
1013 - creative ability
1014 - hobbies
1015 -
1016 - homeroom
1017 - related training or knowledge
1018 - outdoor classes
1019 - bookwork
1020 - ideas
1021 - oral recitation
1022 - dramatizations
1023 - reports
1024 - free period or free activity in the classroom
1025 - evaluation or work
1026 - drills
1027 - term paper

1030 - arguments or debates
1031 - creative activities
1032 - question and answer period
1033 - assignment
1034 - homework
1035 - competition
1036 - night classes
1037 - experimentation or experimental work (not science)
1038 - questions
1039 - boardwork
1040 - makeup work
1042 - analysis
1043 - helping period
1050 - "fundamentals" or fundamental subjects

1100 - Language Arts
1101 - English
1102 - spelling
1103 - reading
1104 - writing
1105 - story hour and/or poetry period
1106 - skills in using library
1107 - stories (general)
1108 - phonetics

1200 - Social Sciences
1201 - history
1202 - geography
1203 - American History
1204 - world history
1205 - psychology
1206 - sociology
1207 - life adjustment
1208 - current events
1209 - social studies
1210 - American problems or social problems
1211 - voting

1300 - Foreign Languages
1301 - German
1302 - French
1303 - Latin
1304 - Spanish
1305 - Greek
1306 - Russian

1400 - Physical or Biological Science
1401 - biology
1402 - botany
1403 - physiology
1404 - chemistry
1405 - physics
1406 - general science
1407 - nature studies
1408 - biological labwork
1409 -
1410 -
1411 - demonstrations
1412 - zoology
1413 - electricity
1414 - current events related to science
1415 - astrology
1416 - engineering

1500 - Expressive Art Subjects
1501 - art
1502 - music
1503 - dramatics
1504 - painting
1505 - singing or chorus
1506 - orchestra
1507 - speech
1508 - string instrument class
1509 - band
1515 - violin lesson

1600 - Manipulative or Skill Subjects
1601 - crafts
1602 - metal (working)
1603 - shop (general)
1604 - mechanical drawing or drafting
1605 - home economics
1606 - etiquette or manners
1607 - manipulative scientific experiments
1608 - sewing or clothing class
1609 - exploratory activities
1610 - safety in shop courses
1611 - instruction in joinery
1612 - instruction in use of band saw
1613 - instruction in use of planer
1614 - instruction in use of power circular saw
1615 - instruction in use of hand carpenter tools
1616 - instruction in use of power metal shaping tools
1617 - instruction in use of hand metal shaping tools
1618 - instruction in use of various woods
1619 - instruction in proper selection of woods
1620 - instruction in physical properties of various metals
1621 - instruction in use of metals for particular application
*** 1622 - instruction in sharpening and care of tools
1623 - wood material projects
1624 - metal material projects
1625 - instruction in use of various tools
1626 - instruction in use of various machines
1627 - instruction in sanding
1628 - instruction in finishing wood or other shop projects
1629 - wood working (general)
1630 - auto mechanics (general)
1631 - design and/or construction of projects
1632 - welding
1635 - plastic working
1636 - leather working
1640 - home economics (specified as to specific areas of sutdy or skills)

*Numbers 1611, 1620, and 1621 were combined into one category after being used to code one questionnaire. These codes were combined and given the number 1611 for metal working (differentiated as to specific areas of study or skills).

**Numbers 1618, 1619, 1627, and 1628 were combined and given the number 1618 and specified as wood working (differentiated as to specific areas of study or skills).

***Numbers 1612, 1613, 1614, 1615, 1616, 1617, and 1622 were combined and given the number, 1622 - instruction in the use and/or care of specific tools or machines.

1700 - Business Subjects
1701 - bookkeeping
1702 - typing
1703 - shorthand
1704 - mimeographing

1800 - Mathematics
1801 - arithmetic
1802 - algebra
1803 - geometry
1804 - trigonometry
1805 - solid geometry

1900 - Physical Education Subjects
1901 - baseball
1902 - basketball
1903 - throwing
1904 - running
1905 - volley ball
1906 - swimming (general)
1907 - diving
1908 - safety in swimming
1909 - safety training (general)
1910 - health
1911 - competitive games
1912 - good sportsmanship or rules of the game
1913 - activities (general)
1914 - swimming (differentiated as to specific skills)
1915 - drills or fundamentals of a sport
1916 - group game activities or organized games
1917 - tennis
1918 - dancing
1919 -
1920 - relaxation
1921 -
1925 - demonstrations of physical education activities and skills
1926 - tests of skill
1927 - water polo

(Physical education "subjects" are studied; physical education events are played for fun or witnessed for fun. Thus, the "study of baseball" is coded 1901, whereas a baseball game is coded 2401. In the actual coding, it is difficult to differentiate between the two in most cases, since the most frequent type of response was simply "baseball" or some other sport. Unless the respondent specified learning, teaching, studying, etc., or actually placed the sport in a physical education situation, such a response was coded under 2400's.)

1950 - Classes for Exceptional Children
1951 - Classes for Retarded Children

2000 - Extracurricular activities (general)
2001 - speeches or discussions
2002 - professional meetings
2003 - professional speeches
2004 - luncheon or banquet
2005 - hobbies
2009 - visitations
2010 - meetings and conferences

2100 - Non-Physical, school sponsored activities, general
2101 - student council
2102 - debate club
2103 - science club
2104 - clubs (general)
2105 - conferences
2106 - meetings
2107 - safety meetings

2108 - elections
2109 - school patrol or safety patrol
2110 - photography
2111 - library work
2115 - glee club
2120 - school organization meetings
2121 - interviews
2122 - library club
2123 -

2200 - Non-Physical, school sponsored events, general
2201 - plays
2202 - pageants
2203 - fire drills
2204 - Television instructions or educational programs
2205 - assemblies and assembly programs
2206 - programs (general)
2207 - audio-visual education
2208 - movies or films
2209 - quiet games and contests (in classrooms)
2210 - music festivals, operettas, or programs
2211 - music recitals
2212 - graduation exercises or activities
2213 - class parties
2214 - tornado alert or drills
2215 - open house
2216 - school carnival
2217 - air raid drills
2218 - oral announcements
2219 - speeches on educational problems or topics
2220 - displays or fairs
2221 - class meetings
2222 - exhibits
2223 - club initiations
2224 - drills (general) (not specified whether fire, etc.)
2225 - roll call
2226 - workshops
2227 - demonstrations
2228 - contests between schools (not athletic)
2229 - panel discussion
2230 - social activities (gen.)
2231 - faculty meetings
2232 - homecoming
2233 - tour through library
2234 -
2235 - novelty entertainment
2236 -
2237 - trips or tours (general)
2238 - activities (general)
2239 - debates
2240 - art fairs
2241 - enrollment
2242 - extension classes
2243 - special holiday events
2244 -
2245 - spelling bee
2246 - style show
2247 - school lunch program
2248 -
2249 - parties specified as being for school organizations
2250 - adult activities (gen.)
2251 - adult visitations
2269 - paper drive
2270 - litter-bug campaign
2271 -
2272 - mother's visiting day
2273 - Christmas program
2274 - committee meetings
2275 - dismissal
2276 - incidents (general)

2285 - hobby shows
2286 - pep talks
2287 - puppet plays

2300 - Non-school sponsored events, general
2301 - parties
2302 - dances
2303 - picnics
2304 - PTA meetings
2305 - agencies using building for events (Boy Scouts, church groups, etc.)
2306 - money raising activities (general)
2307 - banquets or luncheons
2308 - movies or television
2309 - pre-school meetings
2310 - social functions (general)
2311 - Father's Club meeting
2312 - PTA special events (fashion shows, tea parties, elections, etc.)
2313 - recreation
2314 - sports events (general)
2315 - parent education meetings

2316 - card playing
2317 - programs (general)
2318 - alumni meetings or events
2319 - rehearsals
2320 - square dances
2321 - public lectures
2322 - meetings (general)
2323 -
2324 - discussions
2325 - construction going on around school grounds
2326 - elections
2327 - summer reading program
2328 - basket dinner
2329 - fights
2330 - discussion of irrelevant issues
2331 - social meetings
2332 - coffee break
2340 - reunions
2345 - religious convocations

2400 - Physical, school sponsored events, general
2401 - baseball games
2402 - basketball games
2403 - football games
2404 - track meets
2405 - tennis games
2406 - organized games (general)
2407 - ball games (general)
2408 - band concert and/or parade
2409 - pep rally
2410 - athletic contest
2411 - athletic victory
2412 - individual sports
2413 - exercises or calisthenics
2414 - dodge ball games
2415 - volleyball games
2416 - hockey games
2417 - free play (recess)
2418 - sports festival or gym shows
2419 - sports event between schools (general)
2420 - recreation
2421 - athletics or sports (general)
2422 - swimming meets
2423 - kickball games
2424 - tumbling games
2425 - swimming (general)
2426 - softball games
2427 - "tag" games
2428 - "play-day program"
2429 - ping-pong or table tennis games
2430 - pole vaulting
2431 - broad jumping
2432 - high jumping
2433 - relay races
2434 - jacks or jack games
2435 - discus throwing
2436 - shotput
2437 - marble games

2439 - hopscotch games
2440 - social or round dancing
2441 - rhythms or rhythm games
2442 - jumping rope
2443 - swimming fete or exhibition
2446 - varsity football

2449 - Easter egg hunt
2450 - cheer leading
2451 - boxing
2452 - wrestling
2453 - folk dances
2454 - demonstration dances
2455 - folk games
2456 - tether ball games

2458 - Maypole dance
2461 - soccer games
2462 - badminton games

3000 - Physical Objects, general

(Physical objects may either appear as the objects of attention or as the instruments by which objects may be accomplished. Thus a pupil may carve a wooden paddle or may use the paddle to hit another person.)

3001 - teaching aids (general)
3002 - salary or pay check
3003 - money
3004 - community aids
3005 - consumer goods (general)
3006 - shop products
3007 - schedules
3008 - lost articles
3009 - athletic equipment
3010 - equipment (general*)
3011 - supplies (general - may involve a variety of sizes of objects.)
3012 - bulletin

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3014 - flag
3015 - flowers and trees
3016 - dogs
3017 - ball
3018 - seeds
3019 - grass and shrubs
3041 - birds
3042 - broken articles
3043 - Science Fair projects

3100 - Art Objects, general
3101 - paintings
3102 - scenery for plays
3103 - pictures or drawings
3104 - blackboard drawings
3108 - signs or posters
3109 - songs
3110 - films
3111 - cans of paint

3200 - Musician's Instruments, general
3201 - piano

3300 - Shop Tools
3301 - supplies (general)
3302 - protective clothing
3305 - equipment (includes or may include supplies and tools)
3306 - wood (as raw material)
3309 - patterns for designs

3400 - Machines
3401 - shop machines
3402 - ditto or mimeograph machines
3403 - vending machines
3404 - cash register
3405 - movie projector
3406 - public-address system
3407 - typewriter
3410 - record player or phonograph
3411 - bicycle

3500 - Small Manipulables, general
3501 - pencils
3502 - pens
3503 - erasers
3504 - paper
3505 - spitballs, spitwads
3506 - chalk
3507 - paper clips
3508 - books and/or magazines (also reading materials)
3509 - food or lunch
3510 - cigarettes
3511 - notes
3512 - papers (already written as in grading papers)
3513 - water
3514 - objects from home — personal belongings
3515 - materials for classwork or experiments
3516 - coffee
3517 - telephone
3518 - tickets
3519 - supplies (general)
3520 - maps
3521 - materials (general)
3522 - pictures
3523 - refreshments (general)
3524 - bibliographies
3525 - attendance slips
3526 - lists
3527 - rope
3528 - trays
3529 - bunsen burner
3530 - dishes or plates
3531 - cosmetics or make-up
3532 - announcements
3533 - soap dispenser
3534 - toilet paper
3535 - tardy slips
3536 - trash
3537 - lights
3538 - paper towels
3539 - assignment materials
3540 - excuses
3541 -
3542 - drink of water
3543 - cold meals
3544 - pages
3545 - bell on desk
3546 - nails
3547 - drawers
3548 - paint brushes
3550 - letters (personal or business)
3551 - daily bulletin
3552 - grades and paper

3560 - newspaper
3561 - clay
3562 - saving stamps
3563 - gum
3564 - bad food

3566 - coal
3567 - dictionary
3568 - letters (same as 3550, accidental repetition)
3580 - straws
3581 - bill of goods

3600 - Large Objects in the school building, general
3601 - desks
3602 - play equipment (gym equipment, etc.)
3603 - bannisters or railings
3604 - bulletin boards
3605 - catalog files (library)
3606 - lunch tables
3607 - lockers
3608 - bookshelves
3609 - seats
3610 - file cabinet
3612 - athletic facilities (as on athletic field)
3613 - shop machines (accidentally placed in wrong classification —same as 3401)
3614 - school furniture (general)
3615 - easy chairs
3616 - restroom facilities
3617 - showers
3618 - desk drawers
3619 - black boards
3620 - library doors
3621 - saws

3700 - Parts of School Building, general
3701 - lunchroom
3702 - room (general) or classroom
3703 - administrative offices
3704 - supply room
3705 - playground
3706 - auditorium
3707 - stage
3708 - grounds and walks
3709 - specific assigned area for play on the playground
3710 - swimming pool
3711 - restroom in teacher's lounge
3712 - locker room
3713 - athletic field
3714 - tornado shelter
3715 - halls
3716 - lawn
3717 - lavatories
3718 - floors
3719 - stairs
3720 - library
3721 - lounge
3722 - parking area
3723 - grandstand
3724 - walk way
3725 - unattractive, dark halls
3726 - meeting place
3727 - cloak room
3728 - emergency exit
3729 - superintendent's office
3730 - conference room
3731 - quiet, cluttered room
3732 - activity room
3733 - room with poor seating arrangements
3734 - walls
3735 - principal's office
3736 - laboratories
3737 - shop
3738 - windows
3739 -
3740 - place for hanging wraps
3741 - furnace
3742 - doors

3800 - Whole buildings or places distinct from parts of school facilities, general
3801 - the school building itself
3802 - home or house
3803 - bus
3804 - art gallery
3805 -
3810 - school property (general)
3811 - cars
3812 - university or college

4000 - The Body, general

4100 - Physical Organs, general
4101 - face
4102 - hands
4103 - hair
4104 - fingernails
4105 - eyes
4106 - ears
4107 - eyes and ears
4108 - teeth

4112 - hands and face

4200 - Physical Needs, general
4201 - injuries or accidents
4202 - diet or nutrition
4303 - health and health habits
4204 - care of child
4205 - personal needs (having to do with sanitation)
4206 - physical examination
4207 - sign or symptoms of illness
4208 - shots or innoculations
4209 - fresh air
4210 - first aid
4211 - rest
4212 - bowel movements
4215 - health workshop
4216 - showers or baths
4220 - medical or physical aid

4300 - Clothes, general
4301 - coats or wraps

4400 - Emotional or Psychological Needs, general
4401 - individual differences
4402 - students problems
4403 - good or beneficial physical environment
4404 - tension release
4406 - maturing or becoming independent
4407 - self-realization or self-expression
4408 - personal problems
4409 - overcoming fears

4500 - Records—bookkeeping and school records, general
4501 - school information
4502 - attendance records
4503 - lunch count
4504 - medical or health records
4505 - transportation records

5000 - Non-physical Self, general
5001 - moral and/or spiritual values
5002 - pleasure
5003 - noises
5004 - behavior (general)
5005 - complaints or grievances
5006 - yells
5008 - lines of people
5009 - turns in line
5010 - achievement or progress in work, general
5011 - sense of humor
5013 - confusion (emotional or psychological)
5014 - observation
5018 - obscene language

5100 - Guidance, general
5101 - personality records, data, or tests
5102 - occupational counsel or guidance
5103 - disciplinary guidance
5104 - guidance information
5105 - observations of behavior pertaining to guidance problems
5106 - advice, general
5107 - program planning
5108 - guidance in academic problems
5109 - guidance in personal problems
5110 - settling arguments of free play
5111 - special tests
5113 - guidance or counselling conferences
5114 - rehabilitation programs

5200 - Social Adjustment, general
5201 - respect for others
5202 - good or accepted social behavior
5203 - problems of teacher-pupil relations
5204 - student problems of school adjustment
5205 - development of leadership qualities
5207 - socially undesirable behavior or activities
5208 - acts of vandalism
5209 - self-discipline
5210 - getting along with everyone (democratic social relations)
5211 - social behavior
5212 - progress in social adjustment
5213 - rules or accepted patterns

6000 - Social Relations, general
6001 - boy-girl relationship
6002 - cliques
6003 - rough play
6004 - class court
6005 - rowdiness
6006 - confusion or commotion in social situations
6007 - dates
6008 - experiences
6009 - jokes
6010 - fights
6012 - sportsmanship
6013 -
6014 - congenial play
6015 - telephone conversations
6016 - gossip sessions
6017 - conversations
6018 - coffee break
6019 - favoritism or prejudice
6020 - "school talk" or "shop talk"
6022 - cooperation (general)

7000 - Duties
7001 - responsibilities, general
7002 - problems
7003 - hall supervision
7004 - lunch room duty
7005 - recess duty or supervision of play periods
7006 - lunchroom duty (same as 7004)
7007 - monitor duties
7008 - discipline
7009 - supervision (general)
7010 - interviews with teachers
7012 - maintenance activities, general
7013 - errands for teachers
7014 - paperwork
7015 - inventory
7020 - care of books & materials

8000 - Educational or Philosophical Topics, general
8001 - new methods or techniques of teaching
8002 - grouping by ability
8003 well organized procedures in teaching
8004 - curriculum planning or improving
8005 - unit teaching
8006 - school or professionsl problems
8007 - general techniques of teaching
8008 - cooperation among school personnel in school activities and lessons

0000 - Object of pupil attention unspecified, although other pupil codes present.

XXXX - Irrelevant response

YYYY - Inapplicable--all activity codable only in adult dimensions.

(The distinction between object and instrument is not difficult, although many of the same code categories apply equally to both. In "Studying English", the proximal goal of the person is that of learning a minimum amount of the subject material. In "Throwing spitwads", the goal simply is unknown whereas the tool used is specified. It is simply characteristic that certain types of action (studying, reading, walking are examples) are either without instrument in any formal sense, or the instruments are usually not discussed. And certain other types of action call for an instrument description although the object may not be clear.)

17-18-19 Pupil Instrument

000 - No instrument specified, although other pupil codes present

100 - Parts of the body, general
101 - hands
102 - fists
103 - feet

200 - Art Objects, general
203 - Water colors or fingerpaints

300 - Musical instruments, general
301 - piano

400 - Shop tools, general
401 - hand tools

500 - Machines, general
501 - shop machines
502 - ditto machines

600 - Small Manipulables, general
601 - rubber balls
602 - balls, general
603 - rope
604 - bocks and other reading material
605 - lipstick
609 - snowballs
610 - paperwads
700 - Large objects in the school building, general
705 - gym equipment

XXX - Irrelevant response

YYY - Inapplicable--all activity is codable only in adult dimensions.

20 Judged legitimacy of pupil activity in setting

1 - Activity demanded or expected in setting, shared social norm expecting this behavior in setting.

2 - Activity allowed in setting, shared social norm allowing this behavior in setting but not demanding it.

3 - Activity forbidden or disapproved in setting, shared social norm forbidding this behavior in setting.

0 - Legitimacy unjudgable, although pupil activity present.

4 - Unclear positive norm-behavior is either demanded or allowed, but it is unclear which.

X - Irrelevant response

Y - Inapplicable - only adult activity codable in response.

Code E_3 - Page 16

(The legitimacy and time dimensions are "added information" which are judgable characteristics of the listed social situation in terms of the general information held by the coder. They depend upon coder knowledgeability of an existing cultural pattern and are not inherent characteristics of the responses themselves. However, those time dimensions stated very specifically as "during chemistry class" and "after tardy bell" are actually taken from the information given by the respondent in the responses.

21-22 Pupil Time Dimension

00 - Uncodable, although information exists about pupil activity.

10 - Takes place during school hours, but not at specific time.

20 - Takes place at a specific time, but unspecified as to when
21 - Lunch time
22 - Recess or play periods
23 - Takes place during school hours, but may or may not take place at a specific time.
24 - during tests
25 - during classes
26 - at graduation time
27 - while entering and leaving school
28 - between classes or during breaks in classes
29 - at noon recess
30 - after school but not a specific time
31 - before school but not a specific time
32 - after school at a specific time
33 - before recess
34 - after physical activities
35 - during free time in class
36 - in chemistry class
37 - in physics class
38 - at times when student or class misbehaves
39 - while cutting class
40 - during certain events only, but time unspecified
41 - last day before Christmas vacation
42 - during summer
43 - last day of school
44 - on rainy or snowy days
45 - before or after athletic contests
46 - during athletic intermission (time out, halftime, etc.)
47 - during civic events or events sponsored by non-school groups
48 - during times when school is overcrowded
49 - during fire, tornado, or air-raid alerts or drills
50 - before or after school, but no specific time
51 - after work sessions or classes
52 - during school sponsored
53 - during teacher's free period
54 - during visits to medical office
55 - in biology class
57 - in morning
59 - during unavailable times

60 - when child or pupil is ill
61 - after lunch
62 - in the evening
63 - week before grade cards
64 - day before finals
65 - after tardy bell
66 - just before tardy bell
67 - during assemblies or programs
68 - during a contest
69 - when the teacher is gone

70 - when needed

80 - in emergencies
81 - in the daytime
82 - at night
83 -
85 - at or during athletic contests or ball games
86 - at or during dances, parties, or social functions
87 - at or during meetings
88 - before lunch
89 - on "Cleanup Day"

23-24 **Adult Person**

00 - No adult person codable, although other adult dimensions specified.
01 - Pupil(s)
02 - Teacher(s)
03 - Principal(s)
04 - Parent(s)
05 - Other teachers (visitors, substitutes, specialists, etc.)
06 - Janitor(s)
07 - Coach(s)
08 - School adult personnel, general
09 - The community
10 - Nurse(s)
11 - Teacher and nurse
12 - Principal and teacher
13 - Faculty, general
14 - Librarian(s)
15 - Teacher and librarian
16 - Parent and teacher
17 - Room mother(s)
18 - Parents and other school personnel, general
19 - Community and school personnel, general
20 - Teacher and other adult school personnel, general
21 - Teacher and janitor
22 - Teacher and community
23 - Superintendent of schools
24 - School Board
25 - School Board and teacher
26 - PTA members and teacher(s)
27 - Supervisor(s)
28 - Other adult individuals not specified except that they are not school personnel
29 - Salesman
30 - Teacher and guidance director or counselor
31 - Counselor or guidance director
32 - Parent(s) and teacher and counselor
33 - Unauthorized persons or persons not supposed to be present
34 - Parent(s) and nurse
35 - Parent(s) and counselor
36 - Cafeteria personnel
37 - Visitor(s) general
38 - Head of supply room
39 - Scout mother(s)
41 - Mechanic
42 - Grounds Keepers
43 - Messenger(s)
44 - Clerk(s)
45 - Teacher and own child or children
46 - Delivery man or men
47 - Adults, general
48 - Observer(s)
49 - Crew of (building or construction)
50 - School administrator(s)
51 - Parent(s) and principal
52 - Principal and office personnel
53 - "Story-teller", person who tells stories in a story hour
54 - Principal and counselor
55 - Principal and salesman
56 - Speaker(s)
57 - Alumni
58 - Politician(s)
59 - Principal and superintendent
60 -
61 - Personnel, general
62 - Fire chief
63 - confidante
64 - secretary
65 - Parent(s) and administrator
66 - Teacher and administrator
67 - Principal and counselor (same as 54)
68 - Superintendent and others (not specified)
69 - Officers
70 - Welfare or social worker and teacher
71 - Teacher and supervisor
72 - Health officer
73 - Business man or men
74 - Welfare or social worker

88 - Music teacher

25	Adult Person Number	0 - No adult person codable, 1 - Activity specified as being performed by a group (or groups) of adults. 2 - Activity specified as being performed by an individual adult. 3 - Unclear number, although adult clear X - Irrelevant response Y - Inapplicable--only pupil activity
26-27-28	Adult Action	Coded with the same code as Pupil Action
29-30-31-32	Adult Object	Coded with the same code as Pupil Object
33-34-35	Adult Instrument	Coded with the same code as Pupil Instrument
36	Judged Legitimacy of adult activity in setting	Coded as in Pupil Legitimacy
37-38	Adult Time Dimension	Coded with the same code as Pupil Time Dimension
39-40	Saliency rank (location on page)	01-16
41-42	Frequency rank	01-16

(On the two codes above, XX is used to indicate missing data for frequency rank only, as saliency rank is given automatically, or uninterpretable data.)

43-44 School Setting Number

Administration
01 - administrative office
02 - guidance office
03 - teacher's lounge

Academic and Educational
11 - classroom
12 - laboratories
13 - library
14 - shop

Phys. Ed. and Recreation
21 - athletic field
22 - auditorium
23 - gym
24 - locker room
25 - playground
26 - swimming pool

Student Services
31 - cafeteria
32 - lavoratories
33 - medical offices

Building Services
41 - boiler room
42 - janitor's room
43 - storeroom
44 - supply room

Building and Grounds
51 - fire escapes
52 - stairs
53 - cloakroom
54 - grounds and walks
55 - halls

Code E_4 - Page 1*

ROLE STUDY--PERSONAL INFORMATION

Column Number	Information to be Coded	Code
1 - 3	Deck Number	260 (+ "X" in Col. 3)
4 - 7	Respondent Number	0001 - 9999
8	Position	0 - Student having no vocational objectives: III 1 - Teacher 2 - Parent 3 - Pupil 4 - Supervisor 5 - Board Member 6 - School Administrator (e.g., principal) 7 - System Administrator (e.g., superintendent) 8 - Student having teaching objective: I 9 - Student having non-teaching objective: II Note: No X or Y punches--all respondents are identified by position.
9 - 10	Blank	
11 - 12	1. Age*	01 - 99
13	2. Sex	1 - Male 2 - Female X - Data missing
14	3. Race	1 - Negro 2 - White 3 - Oriental 4 - Other X - Data missing
15 - 16	4. Education completed	01 - 21 (or XX - Data missing)
17 - 20	Blank	
21	5. Church	0 - No affiliation or membership 1 - Roman Catholic 2 - Jewish 3 - Episcopalian & Lutheran 4 - Methodist, Congregational, Presbyterian & Christian 5 - Unitarian, Friends (Quakers), Community 6 - Eastern Orthodox, Greek Orthodox, Russian Orthodox

*See Appendix C_6.

Column Number	Information to be coded	Code
		7 - Mormans (RLDS) 8 - Baptist 9 - Mennonites, Brethren; United Brethren, Evangelical & Reformed, Assembly of God, Church of God in Christ, Covenant, Pentecostal, Jehovah's Witnesses, Nazarene, Bible Fellowship, and other small sects and groups, Unity X - Data missing
22	6. How often attend	0 - Do not attend church 1 - Go to church rarely 2 - Go to church often 3 - Go every week X - Data missing
23	7. Marital status	0 - Never married 1 - Married and living at home 2 - Separated 3 - Divorced 4 - Widowed X - Data missing
24	8. Occupation	1 - Professional, technical, etc. 2 - Farmers, farm managers 3 - Clerical, etc. 4 - Sales workers 5 - Craftsmen, foremen, etc. 6 - Operatives, etc. 7 - Service workers, private household workers 8 - Farm laborers & foremen 9 - Managers, officials & proprietors, except farmers X - Data missing (retired, housewife)
25	9. Social class	1 - Upper class 2 - Upper-middle class 3 - Lower-middle class 4 - Working class 5 - Lower class
26 - 30	Blank	

Note: Cols. 31-40 are coded Y for College Student respondents

9_a. Code for schools (See separate school sheet.)

Column Number	Information to be coded	Code
31 - 32	A. School system	01 - Kansas City, Mo.
		02 - Independence, Mo.
		03 - North Kansas City, Mo.
		04 - Wyandotte County
		05 - District #10
		06 - Platte City
		07 - Johnson County
		08 - Parkville, Mo.
		09 - Olathe, Kansas
		10 - Grandview, Mo.
		11 - Lees Summit
		12 - Liberty, Mo.
		13 - Ruskin
		14 - Center
		15 - Raytown
		16 - Roeland
		17 - Corinth
		18 - Prairie
		19 - Antioch
		20 - Fort Osage
		21 - Oak Grove
		22 - Clay Center
33	B. State in which school is located	1 - Missouri
		2 - Kansas
34 - 35	C. School respondent is associated with	01 - Farley
		02 - Greenwood
		03 - Pleasant Valley
		04 - Mosby
		05 - Nashua
		06 - Oak Grove
		07 - Fort Osage High
		08 - Timmons
		09 - Horanif
		10 - Stanley High
		11 - Mt. Zion, Olathe
		12 - Countryside
		13 - Ruskin Senior High
		14 - Center Junior High
		15 - Chapel
		16 - Winnwood
		17 - Lakewood
		18 - Choteau
		19 - Vance
		20 - Pomeroy
		21 - Apache
		22 - Roeland Park
		23 - Ridgeview
		24 - Highland
		25 - Antioch

Code E_4 - Page 4

Column Number		Information to be coded	Code
			26 - Lees Summit Junior High 27 - Liberty High 28 - High Grove Elementary 29 - Graden 30 - Ridgeview, Olathe 31 - George Bingham Junior 32 - Southeast High 33 - Harrison 34 - Leeds 35 - Longfellow 36 - Meservey 37 - Norman 38 - Pershing 39 - Rock Creek North 40 - Swinney 41 - E. C. White 42 - Yates 43 - Alton (Independence) 44 - Bryant (Independence) 45 - William Chrisman I 46 - Ashland 47 - Gladstone 48 - Southwest 49 - Volker 50 - Carlisle
36	D.	Type community school is located in	1 - Rural 2 - Suburban 3 - Urban 4 - Small city
37	E.	Level of school	1 - Elementary 2 - Junior High 3 - Senior High X - Data missing
38	F.	Number of teachers in school	1 - 1 to 5 2 - 6 to 10 3 - 11 to 50 4 - 21 to 50 5 - 51+
39	G.	Number of pupils in school	1 - 1 to 50 2 - 51 to 125 3 - 126 to 300 4 - 301 to 500 5 - 501+
40	H.	Pupil/Teacher ratio	1 - 1 to 20.9 2 - 21 to 30.9 3 - 31+

SPECIAL SCHOOL CODE SHEET

School	Columns							
	31-32	33	34-35	36	37	38	39	40
Alton	02	1	43	3	1	3	5	3
Antioch	19	2	25	2	1	4	5	2
Apache	05	2	21	2	1	2	3	2
Ashland	01	1	46	3	1	4	5	3
Bryant	02	1	44	3	1	3	5	3
Carlisle	02	1	50	3	1	2	4	3
Center Jr. High	14	1	14	2	2	4	5	2
Chapel	15	1	15	2	1	4	5	3
Chouteau	03	1	18	2	1	2	3	3
Countryside	07	2	12	1	1	1	2	2
E. C. White	01	1	41	3	1	2	3	1
Farley	06	1	01	1	1	1	1	2
Fort Osage	20	1	07	1	3	4	5	1
George Bingham, Jr.	01	1	31	3	2	4	5	1
Gladstone	01	1	47	3	1	2	4	3
Graden	08	1	29	4	1	3	4	2
Greenwood	22	1	02	1	1	1	1	1
Harrison	01	1	33	3	1	3	5	2
High Grove Elementary	10	1	28	4	1	4	5	3
Highland	18	2	24	2	1	4	5	1
Horanif	04	2	09	1	1	1	1	1
Lakewood	03	1	17	2	1	3	4	2
Leeds	01	1	34	3	1	1	2	2
Lees Summit High	11	1	26	4	2	3	4	2
Liberty	12	1	27	4	3	4	5	2
Longfellow	01	1	35	3	1	4	5	3
Meservey	01	1	36	3	1	4	5	3
Mosby	22	1	04	1	1	1	1	1
Mount Zion	07	2	11	1	1	1	1	1
Nashua	22	1	05	1	1	2	3	2
Norman	01	1	37	3	1	3	3	2
Oak Grove	21	1	06	1	1	3	4	2
Pershing	01	1	38	3	1	3	4	2
Pleasant Valley	22	1	03	1	1	2	3	2
Pomeroy	04	2	20	2	1	1	2	2
Roeland	16	2	22	2	1	3	4	2
Ridgeview	17	2	23	2	1	4	5	2
Ridgeview (Olathe address)	09	2	30	4	1	2	3	2
Rock Creek, North + South	01	1	39	3	1	3	5	3
Ruskin Senior High	13	1	13	2	3	4	5	2
Southeast High	01	1	32	3	3	5	5	2
Southwest	02	1	48	3	1	2	4	3
Stanley High	07	2	10	1	3	2	2	1
Swinney	01	1	40	3	1	3	4	2
Timmons	04	2	08	1	1	1	2	2
Vance	04	2	19	2	1	3	5	2
Volker	01	1	49	3	1	2	3	3
William Chrisman	02	1	45	3	3	4	5	2
Winnwood	03	1	16	2	1	3	5	3
Yates	01	1	42	3	1	4	5	2

Column Number **Information to be coded** **Code**

Questions from student page-S (All non-student respondent cards left blank for Cols. 41-48)

41 - 42 S 10 - College major

01 - Art
02 - Biology
03 - Business Administration
04 - Chemistry
05 - Dental Hygiene and Dentistry
06 - Economics
07 - Education
08 - English
09 - French
10 - German
11 - General Engineering
12 - Geology & Geography
13 - Health & Physical Education
14 - History & Government
15 - Home Economics
16 - Law
17 - Mathematics
18 - Metallurgical Engineering
19 - Music
20 - Pharmacy
21 - Physics
22 - Psychology
23 - Social Science
24 - Sociology
25 - Spanish
26 - Philosophy
27 - Radio & TV
28 - Nursing
29 -
30 -
XX - Data missing

43 S 11 - Have you chosen a definite vocational objective?

1 - Yes
2 - No
X - Data missing

44 - 45 S 12 - If you answered "Yes" to Q. #11, what is your vocational objective?

01 - Actor or Actress
02 - Artist
03 - Business Career
04 - Dental Assistant or Technician
05 - Dentist
06 - Doctor
07 - Engineer
08 - Homemaker
09 - Lawyer
10 - Librarian
11 - Musician
12 - Nurse
13 - Psychologist
14 - Research--Natural science
15 - Salesman
16 - Secretary
17 - School Administrator
18 - School Counselor --Guidance
19 - Social Worker
20 - Sociologist
21 - Therapist--recreational
22 - Teacher--non-specific
23 - Teacher--Elementary
24 - Teacher--Secondary
25 - Teacher--College
26 - Teacher--Exceptional Child
27 - Military Service
28 - Medical Technician
29 - Pharmacist
30 - Journalist
XX - Data Missing

46 S 13 - Seriously consider public school teaching as a career?

1 - Yes
2 - No
3 - Undecided
X - Data missing

Column Number	Information to be coded	Code
47	S 14 - If your answer to Q. 13 was "Yes" and you chose to be a teacher, why did you make this choice? 0 - Influence or example of parents, family, relatives, close friends, or school personnel 1 - Interest in subject matter--Academic (e.g., strong interest in work in ______ academic area I enjoy) 2 - Interest in children or people (like, love, enjoy children or to work with people) 3 - Interest in and challenge of teaching (e.g., emphasis on satisfactions and rewards of teaching per se, such as: Enjoy teaching, guiding young, challenging, never a dull moment, like school, education) 4 - Service to others (Moral-Social) 5 - Professional status (reasons related to concept of teaching as a profession--it's a worthy profession, world's most important profession, a progressive profession) 6 - Material job benefits (e.g., steady salary, secure, not delayed, always available, vacation periods, good job for women, good hours)	7 - Personal destiny (e.g., as long as can remember wanted to be a teacher; from early age wanted to teach; seems as if knew nothing else) 8 - Accidental, private circumstances, ecological (location) (e.g., husband's death; want to be near own child; trained for social work (or something else) but went into teaching; unable to continue graduate school, so went into teaching; lived close to teachers college; only job available at time with my qualifications; not want to do office work any more) 9 - Any other reasons (Reasons given are in fact an answer to question, but these answers do not fit any of the above categories) X - Data missing (code here also those who answered "No" or "Undecided" to S 13) Y- Incomprehensible or irrelevant responses, including the response "Don't know why chose to be a teacher," also negative responses to S 14)
48	S 15 - If your answer to Q. 13 was "Yes" and you chose not to be a teacher, why did you make this choice? 0 - Specific lacks in teaching career: poor salary, poor hours, long hours, lack of security, lack of opportunity for self-expression 1 - Chose another profession or interest changed to something else. 2 - Lost interest in teaching career (negative change)	3 - Personal inability to follow teaching career: Found couldn't teach or didn't have enough money to teach; tried and didn't like 4 - Still considering teaching 5 - I don't like teaching; I don't like people 6 - School didn't offer course in subject of education X - Data missing (also code here those who responded "No" or "Undecided" to S 13) Y - Incomprehensible or irrelevant (also code here positive response to S 15)

Column Number	Information to be coded	Code
	Questions from Teacher page-T (All non-teacher respondent cards left blank for Cols. 49-55)	
49 - 50	**T 10 - How many years of public school teaching experience have you had?**	**0 - 99**
51 - 52	**T 11 - How many years of public school administrative experience have you had?**	**0 - 99**
53	**T 12 - What is your level of academic training?**	**1 - Working toward certification** **2 - Certificate only** **3 - B.A. (with or without certificate)** **4 - M.A.** **5 - Graduate work beyond M.A.** **6 - Ph.D.**
54	**T 13 - At what college, teachers college or university did you receive your undergraduate training?** **0 - National College, K.C. Jr. College** **1 - K.C.U.** **2 - Wm. Jewell** **3 - Park College** **4 - Rockhurst and St. Theresa's** **5 - University of Missouri** **6 - University of Kansas**	**7 - Warrensburg (Central Mo. State College)** **8 - Other teachers colleges in Kansas and Missouri: Pittsburgh, Emporia, N.E. Missouri State, S.W. Missouri State, etc.** **9 - All other colleges and universities in Kansas, Missouri, elsewhere in the U.S. and abroad** **X - Data missing** **Y - Inapplicable, etc.**
55	**T 14 - At what College or university did you receive graduate training?** **0 - No graduate work** **1 - K.C.U.** **2 - William Jewell** **3 - Park College** **4 - Rockhurst and St. Theresa's** **5 - University of Missouri** **6 - University of Kansas**	**7 - Warrensburg (Central Mo. State Coll** **8 - Other teachers colleges in Kansas and Missouri: Pittsburgh, Emporia, N.E. Missouri State, S.W. Missouri State, etc.** **9 - All other colleges and universities in Kansas and Missouri, elsewhere in the U.S. and abroad** **X - Data missing** **Y - Inapplicable, etc.**

Rules for Questions S 14 and S 15

1. Code the first response given only.
   BUT if respondent gives several responses and lists one as the major motivation for teacher career choice, code it instead of the first response given.
2. Some respondents answer S 13 "yes" and then give responses under both S 14 and S 15. Code responses for both S 14 and S 15.
3. Some respondents give positive responses to S 15, then code Y.
4. Some respondents give negative responses to S 14, then code Y.
5. Code "X" is missing data for S 14 and 15 (answered "yes" to S 13 and then omitted responding to S 14 or 15)
   BUT also code X for S 14 and S 15 for those respondents who answered "no" or "undecided" to S 13.
6. Some respondents responded "no" or "undecided" to S 13. IF they give responses then to S 14 and S 15, code these responses.

ROLE STUDY—TEACHER BEHAVIOR

General Instructions

This code is designed to handle responses given to questions on Form I of the Final Study. It is a multi-dimensional code covering the following general categories:

Dimension 1 - Action frameworks; "what" the teacher does.

Dimension 2 - Manner in which the action is conducted.

Dimension 3 - Imputed cognitive structures of the teacher, features, backgrounds, and reactions of others to teacher.

Dimension 4 - End-states or non-social objects; "what" the action of the teacher is directed toward.

Dimension 5 - Social target; "whom" the action of the teacher is directed toward.

Dimension 6 - Teacher sub-position; specific, identified sub-class of teachers.

General Rules

1. A separate code will be given (and an individual card punched) for each response.

2. When there are two or more separate categories within the same dimension contained in a response, they are to be handled as separate responses and so coded.

   Example: In the response, "I like teachers to help and to supervise students," the two Dimension 1 categories of "help" and "supervise" are coded separately. Or, in the response, "I like teachers to encourage the pupils to study so that they will be good citizens," the Dimension 4 categories of "to study" and "be good citizens" are coded as two separate responses.

3. All responses are to be coded in terms of a point-distribution for Dimensions 1, 2, and 3, where appropriate. The majority of these scales are based on the following model:

   Point 1 - positive (presence)
   Point 2 - qualified positive (qualified presence)
   Point 3 - true mid-point
   Point 4 - qualified negative (qualified absence)
   Point 5 - negative (absence)

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* See Appendices C_1 and D_3.

When this model is used for the scale, only the framework will be discussed in the code; i.e., only points one, or one and five will be specified. Point five will refer to both antonyms and negative synonyms. However, in some cases, the scales are qualitative only in nature. That is, they simply refer to different content categories. In such cases the "content" for each of the five points will be specified in the code. A code of "-" (punched "X") will be given in those few cases in which the respondent gives only the framework and does not specify a point within that framework.

4. For each dimension and point distribution column, "X" codes will be used to indicate "missing data."

5. Any complete responses which cannot be read or interpreted, as well as those which are not answers to the question, will be crossed out and not coded.

6. Each separate response must be accounted for in each of the six dimensions (although only one code for each dimension is allowable).

7. All missing dimensions (and points) are to be indicated with a dash (which may be a 1, 2, 3, or 4-column field) and will be punched "X". Commas separate all dimensions. The order of the response codes is indicated below.

Example: 1, 0181, ______, 2061, 52, ___, __
↑ Dimension 6 (blank)
↑ Dimension 5 (blank)
↑ Dimension 4
↑ Dimension 3 and point for Dimension 3
↑ Dimension 2 and point for Dimension 2 (blank)
↑ Dimension 1 and point for Dimension 1
↑ Response number

8. Response or answer number for each question is to be coded. This will refer to the specific sequence of the response rather than to the blank number. If more than 10 responses are given to a single question, those above and beyond 10 (which is coded as number 0) will be ignored.

9. The situation number and question number will be identified and coded on each page prior to punching.

10. Coding will be done directly on the questionnaire, using the back of the preceding page and where necessary (in the case of the first page of a questionnaire) the reverse of the last page of the questionnaire.

Code E_5 - Page 3

Column Number	Information to be coded	Code
1-3	Deck Number	210
4-7	Respondent Number	0001-9999
8-10	Blank	
11-12	Background Number	01 ⋮ 60 (See Appendix D_3)
13	Question Number	1 - Positive Norm 2 - Negative Norm 3 - Expectation
14	Answer Number	(See General Rule #8)
15-20	Blank	
21-24	Dimension 1	(See Following Pages)
25-28	Dimension 2	
29-32	Dimension 3	
33-34	Dimension 4	
35-36	Dimension 5	
37	Dimension 6	

DIMENSION 1: ACTION FRAMEWORKS

001 Adjusts
Pt. 1 - adjusts, fixes, changes, arranges,

002 Advises
Pt. 1 - advises, counsels, gives advice, guides, offers solutions

003 Agrees
Pt. 1 - agrees, be in agreement
Pt. 5 - disagrees

004 Answers
Pt. 1 - answers questions, replies

005 Assigns
Pt. 1 - assigns

006 Attends
Pt. 1 - attends, goes to

007 Aware of
Pt. 1 - aware of, recognizes, acknowledges, pays attention to,
Pt. 5 - ignores

008 Boasts
Pt. 1 - does not boast or brag
Pt. 5 - boasts, brags

009 Bring
Pt. 1 - bring/ provide, give, present
Pt. 5 - remove, send out

010 Broadminded
Pt. 1 - broadminded, flexible, adaptable, pliable, tolerant
Pt. 5 - know it all, arrogant, in a narrow way, unyielding, stubborn; prejudiced

011 Calm, acts
Pt. 1 - acts calm, is cool, collected, self-possessed, poised
Pt. 5 - fidgets, taps pencil, bites nails, pulls hair, shuffles papers, ill at ease, worried, shuffles feet, not being calm, being emotional

012 Cheers
Pt. 1 - cheers, yells for, roots for, claps, applauds

013 Chooses
Pt. 1 - chooses, selects, picks out, decides upon

014 Concentrates
Pt. 1 - concentrates; stays awake
Pt. 5 - daydreams, looks out window, stares vacantly, off in clouds, yawning

015 Controls
Pt. 1 - controls,

016 Cooperative
Pt. 1 - cooperates

017 Demonstrates
Pt. 1 - demonstrates, shows, exhibits, illustrates

018 Dependable
Pt. 1 - is dependable, responsible
(required to)

019 Directs
Pt. 1 - directs, organizes, structures, conducts,
Pt. 5 - wanders off; doesn't stick to (as with subject matter)(Dim.4)

020 Disciplines
Pt. 1 - disciplines, corrects, punishes, reprimands
Pt. 5 - does not discipline, etc.

021 Discriminates
Pt. 1 - does not discriminate
Pt. 5 - picks on, singles out, discriminates, embarrasses, ridicules, humiliates, not give a chance to, favors

022 Drug consumption
Pt. 1 - does not consume drugs
Pt. 5 - consumes drugs

023 Encourages
Pt. 1 - encourages, supports, boosts, challenges, motivates
Pt. 5 - discourages; boos

024 Enforces
Pt. 1 - enforces, requires, bosses, demands, insists upon, orders, tells to

025 Enters
Pt. 1 - enters, comes into
Pt. 5 - leaves, goes out of

026 Evaluates
Pt. 1 - evaluates, tests, grades, marks, checks, scores, examines, compares, corrects

027 Experiments
Pt. 1 - experiments, tries out, explores, has variety

028 Expresses satisfaction
Pt. 1 - expresses satisfaction
Pt. 5 - complains, grumbles, fusses; does not express satisfaction

029 Food and drink consumption
Pt. 1 - eats food; drinks; chews(as in gum)

030 Forgive
Pt. 1 - forgives
Pt. 5 - bears a grudge

031 Gossips
Pt. 1 - does not gossip, not about others, not a busy-body
Pt. 5 - gossips, talks about others, is nosey, is a busy-body

032 Helps
Pt. 1 - helps, assists, lends a hand to,

033 Identify
Pt. 1 - identifies, points out,

034 Improve
Pt. 1 - improves

035 Inquires
Pt. 1 - inquires, questions, asks, calls on

036 Instructs
Pt. 1 - instructs, teaches, trains informs, coaches

037 Interferes
Pt. 1 - does not interfere
Pt. 5 - interferes, interrupts, disrupts, disturbs, distracts, annoys,

038 Investigates
Pt. 1 - investigates, determines, checks up on, looks into, examines

039 Keeps busy
Pt. 1 - runs errands, keeps busy, occupies self
Pt. 5 - wastes time; does nothing

040 Leads
Pt. 1 - leads (be a leader)

041 Leisure activity
Pt. 1 - leisure activity: browse, rest, relax, take it easy, enjoy self; knitting

042 Liquor consumption
Pt. 1 - does not consume liquor
Pt. 5 - consumes liquor

043 Listens to
Pt. 1 - listens to

044 Locates
Pt. 1 - locates, finds, hunts up,

045 Loyal, true
Pt. 1 - is loyal, true

046 Maintains
Pt. 1 - maintains, provides, creates, induces, develops, keeps
Pt. 5 - eliminates, does away with, eradicates, does not maintain

047 Meet
- Pt. 1 - meets, greets, socialize, visits with

048 Model, be a
- Pt. 1 - is a model, sets example, is on pedestal, represents, influences

049 Moves about
- Pt. 1 - moves about, walks, circulates, paces
- Pt. 5 - is stationary, sets, stands

050 Observe
- Pt. 1 - observes, sees, watches
- - notices, notes, studies,

051 Officiates
- Pt. 1 - officiates, umpires, usher, referees, keeps score time, is master of ceremonies

052 Participates
- Pt. 1 - participates, joins in, takes part in, plays in or with

053 Performs
- Pt. 1 - performs, does, carries out, takes care of, "plays" (as on an instrument)

054 Permits
- Pt. 1 - permits, lets, allows, tolerates, accepts
- Pt. 5 - refuses, limits, restricts

055 Persuade
- Pt. 1 - persuades, urges

056 Personal needs and care
- Pt. 1 - personal needs and care: combs hair, straightens dress, fixes nails, lipstick

057 Plans
- Pt. 1 - plans, prepares, makes ready, schedules, outlines

058 Polices
- Pt. 1 - does not police
- Pt. 5 - snoops, spies, polices, kibitzes; "hawk-eye"; stares at, patrols, stands over.

059 Practices
- Pt. 1 - practices; drills, repeats; rehearses; reviews, summarizes

060 Praises
- Pt. 1 - praises, compliments, rewards, congratulates
- Pt. 5 - blames, accuses, critizes

061 Presence in setting
- Pt. 1 - present in setting, stays, remains, is there
- Pt. 5 - absence from setting, not present

062 Protect
- Pt. 1 - protects

063 Reads
- Pt. 1 - reads

064 Remembers
- Pt. 1 - remembers
- Pt. 5 - forgets

065 Reminds
- Pt. 1 - reminds, calls attention to, gain attention, bring to attention of, relates, integrates (—— for students)

066 Respect
- Pt. 1 - respects; trusts

067 Ruins
- Pt. 1 - does not ruin
- Pt. 5 - ruins, spoils, messes up

068 Self control
- Pt. 1 - keeps self control
- Pt. 5 - loses self control, yells, screams, gets angry, explodes; loses temper

069 Sing
- Pt. 1 - sings; sings with

070 Smokes
- Pt. 1 - does not smoke
- Pt. 5 - smokes

071 Starts
- Pt. 1 - starts, commences, initiates, begins, opens
- Pt. 5 - ends, ceases, stops, close breaking up, settle

073 Stresses
Pt. 1 - stresses, emphasizes, focuses upon, is sure of, is certain that, sees that
Pt. 5 - avoids, skips over,

074 Studies
Pt. 1 - studies, learns, researches

075 Suggest
Pt. 1 - suggests

076 Supervises,
Pt. 1 - supervises, keeps an eye on, proctor

077 Swear
Pt. 1 - does not swear
Pt. 5 - swears, off-colored language

078 Threaten
Pt. 1 - does not threaten, frighten, frustrate, intimidate
Pt. 5 - threatens, frightens, frustrates, intimidates, brow-beat

079 Uses
Pt. 1 - uses, employs, handles, applies

080 Verbalization
Pt. 1 - discusses, explains, talks about, recites, lectures, speaks to, confers with, converses with

081 Versatile
Pt. 1 - is versatile

082 Work
Pt. 1 - works

083 Writes
Pt. 1 - writes; draws; takes notes

084 Appears, to be
Pt. 1 - to be, acts, seems, appears, shows, has, have

085 Nags
Pt. 1 - does not nag, jump on, bawl out
Pt. 5 - nags, jumps on, bawls out, scolds

086 Collects
Pt. 1 - collects, check in, takes
Pt. 5 - sells, checks out,

DIMENSION 2: MANNER FRAMEWORKS

101 Addiction, drug
  Pt. 1 - lack of drug addiction
  Pt. 5 - drug addiction

102 Aggressively
  Pt. 1 - aggressively

103 Alertly
  Pt. 1 - alertly, closely, attentively, carefully

104 Amount of - an expression of degree,
  Pt. 1 - expression of degree, e.g., excessively, constantly, a great deal of, sufficiently
  Pt. 5 - not enough, very little, not very often, not much,

105 Approachable
  Pt. 1 - approachable, available, near at hand

106 Appropriately
  Pt. 1 - appropriately, well, properly
  Pt. 5 - inappropriately

107 Certainty
  Pt. 1 - with certainty, sureness, positively

108 Cleanliness
  Pt. 1 - clean
  Pt. 5 - dirty

109 Clearly
  Pt. 1 - clearly, precisely, explicitly
  Pt. 5 - confusingly

110 Consistently
  Pt. 1 - consistently
  Pt. 5 - haphazardly, inconsistently

111 Correctly
  Pt. 1 - correctly, accurately, carefully
  Pt. 5 - with errors, mistakes

112 Courteously
  Pt. 1 - courteously, ladylike, gentlemanly, well-mannered, polite
  Pt. 5 - rudely

113 Creatively
  Pt. 1 - creatively, with originality
  Pt. 5 - conforming, routinely, trite

114 Culturedly
  Pt. 1 - culturedly, refinedly
  Pt. 5 - crudely

115 Democratically
  Pt. 1 - democratically
  Pt. 5 - autocratically, authoritatively

116 Dignifiedly
  Pt. 1 - dignifiedly, "properly," respectably, formally.
  Pt. 5 - being show-off, horseplay

117 Diligently
  Pt. 1 - diligently, hard working, conscientious, persistently
  Pt. 5 - lazily

118 Diplomatically
  Pt. 1 - diplomatically, discreetly, tactfully

119 Easily
  Pt. 1 - easily, with facility, smoothly
  Pt. 5 - with difficulty

120 Energetically
  Pt. 1 - energetically, actively, peppily, dynamic
  Pt. 5 - tired

121 Enthusiastically
  Pt. 1 - enthusiastically, voluntarily, eagerly, wholeheartedly
  Pt. 5 - unenthusiastic, negative, dead pan, flat

122 Ethically
Pt. 1 - ethically, morally, principaled, high ideals

123 Fairly
Pt. 1 - fairly, impartially, justly, unbiasedly

124 Firmly
Pt. 1 - firmly, strictly, stern
Pt. 5 - leniently

125 Fluently
Pt. 1 - fluently, ease of communication

126 Foresightedly
Pt. 1 - foresightedly
Pt. 5 - hindsightedly

127 Frankly
Pt. 1 - frankly, outspokenly

128 Friendly
Pt. 1 - friendly, sociably, informal, acting naturally
Pt. 5 - antisocial

129 Generously
Pt. 1 - generously
Pt. 5 - miserly, stingily

130 Gracefully
Pt. 1 - gracefully
Pt. 5 - awkwardly, clumsily

131 Grammatically
Pt. 1 - grammatically, good

132 Good
Pt. 1 - good, nice
Pt. 5 - bad

133 Happily
Pt. 1 - happily, contentedly, smilingly, satisfiedly, cheerfully
Pt. 5 - grouchily, crossly

134 Healthily
Pt. 1 - healthily

135 Honestly
Pt. 1 - honestly, trustworthily
Pt. 5 - dishonestly, tricky, sneaky

136 Humorously
Pt. 1 - humorously, entertainingly, wittily, jokingly

137 Imaginatively
Pt. 1 - imaginatively

138 Independently
Pt. 1 - independently, self-confident

139 Kindly
Pt. 1 - kindly, gently, tenderly

140 Knowledgeably
Pt. 1 - knowledgeably, wisely, with insight
Pt. 5 - ignorantly, stupidly, dumbly

141 Lovingly
Pt. 1 - lovingly, fondly, attentively
Pt. 5 - hateful, mean, cruel

142 Maturely
Pt. 1 - maturely, adultly
Pt. 5 - immature

144 Orally
Pt. 1 - orally, aloud, verbally
Pt. 5 - silently

145 Orderly
Pt. 1 - orderly, neatly, tidily

146 Patiently
Pt. 1 - patiently, unhurriedly, leisurely
Pt. 5 - hurriedly, impatient, hastily

147 Personably
Pt. 1 - personably, warmly, charmingly
Pt. 5 - snobbish

148 Pleasantly
Pt. 1 - pleasantly, good naturedly

149 Practically
Pt. 1 - practically, integrating theory and practice, givin examples, teaching by unit

- 150 Privately
  - Pt. 1 - privately, alone individually
  - Pt. 5 - publicly, together
- 151 Professionally
  - Pt. 1 - professionally, career-oriented, as a teacher
- 152 Promptly
  - Pt. 1 - promptly, on time
  - Pt. 5 - late, tardily
- 153 Quickly
  - Pt. 1 - quickly, fast
  - Pt. 5 - slowly
- 154 Quietly
  - Pt. 1 - quietly, softly, unobtrusively
  - Pt. 5 - loudly
- 155 Reasonably
  - Pt. 1 - reasonably, with common sense, sensibly, giving reasons, relevantly
  - Pt. 5 - unreasonably, unnecessarily
- 156 Resourcefully
  - Pt. 1 - resourcefully, cleverly, shrewdly
- 157 Satisfactorily
  - Pt. 1 - satisfactorily
- 158 Seriously
  - Pt. 1 - seriously, soberly, purposefully, taking shop
- 159 Shyly
  - Pt. 1 - shyly, modestly, retiringly
  - Pt. 5 - boldly, brazenly, extrovertly, wildly, boisterous
- 160 Sincerely
  - Pt. 1 - sincerely, genuinely, really, earnestly
  - Pt. 5 - casually, flippantly
- 161 Successfully
  - Pt. 1 - successfully
  - Pt. 5 - failure
- 162 Thoroughly
  - Pt. 1 - thoroughly, completely, fully
- 163 Thoughtfully
  - Pt. 1 - thoughtfully, understandingly, sympathetically, considerately, sensitively
  - Pt. 5 - sarcastic
- 164 Well groomed
  - Pt. 1 - well groomed, well dressed
  - Pt. 5 - disheveled, sloppy
- 165 Modern, up-to-date
  - Pt. 1 - up-to-date
  - Pt. 5 - old fashioned
- 166 Interestingly
  - Pt. 1 - interesting

306 Physical size (height)
  Pt. 1 - large, tall
  Pt. 5 - small, short

307 Physical size (weight)
  Pt. 1 - heavy, fat
  Pt. 5 - slim, skinny

308 Race
  Pt. 1 - White
  Pt. 2 - Negro
  Pt. 3 - non-White (non-Negro)
  Pt. 4 - Oriental
  Pt. 5 - other

309 Sex
  Pt. 1 - male
  Pt. 5 - female

310 Voice quality
  Pt. 1 - good, audible
  Pt. 5 - unsatisfactory, too low, too high, too shrill

311 Mental ability
  Pt. 1 - intelligent

BACKGROUNDS

401 Community-civic participation
  Pt. 1 - active in community affairs
  Pt. 5 - not active or participating in community affairs

402 Community size (whence came)
  Pt. 1 - large, metropolitan, big
  Pt. 5 - small, tiny

403 Community type (whence came)
  Pt. 1 - urban
  Pt. 2 - suburban
  Pt. 3 - town, small city
  Pt. 4 - village
  Pt. 5 - rural, farm

404 Country of origin
  Pt. 1 - native born
  Pt. 2 - western European
  Pt. 3 - oriental
  Pt. 4 - eastern European
  Pt. 5 - other

405 Educational background
  Pt. 1 - graduate study
  Pt. 2 - has degree from college of university (or unspecified origin)
  Pt. 3 - has certification from college or university (or unspecified origin)
  Pt. 4 - has degree from teachers college
  Pt. 5 - has certification from teachers college

406 Experience - teaching
  Pt. 1 - has had experience
  Pt. 5 - inexperienced

407 Family situation
  Pt. 1 - have children
  Pt. 5 - no children

408 Marital status
  Pt. 1 - married
  Pt. 2 - separated
  Pt. 3 - divorced
  Pt. 4 - widowed
  Pt. 5 - single

409 Religious affiliation
  Pt. 1 - church member
  Pt. 2 - Protestant
  Pt. 3 - Roman Catholic
  Pt. 4 - Jewish
  Pt. 5 - never goes to church, non-member

410 Religious background
  Pt. 1 - religious, spiritual qualities
  Pt. 5 - agnostic, atheistic

411 Section of country (whence came)
  Pt. 1 - East
  Pt. 2 - North
  Pt. 3 - South
  Pt. 4 - Midwest
  Pt. 5 - West

412 Social class
  Pt. 1 - upper
  Pt. 2 - upper middle
  Pt. 3 - middle
  Pt. 4 - lower middle
  Pt. 5 - lower

413 Traveled
    Pt. 1 - traveled

414 Work experience (non-teaching)
    Pt. 1 - held other jobs, worked in other fields
    Pt. 5 - never worked outside teaching field

415 Paid salary
    Pt. 1 - well paid
    Pt. 5 - underpaid

416 Educated

417 Level
    Pt. 1 - elementary and kindergarten
    Pt. 2 - junior high
    Pt. 3 - secondary
    Pt. 4 - junior college
    Pt. 5 - college or university

418 Family background
    Pt. 1 - from family of teachers or influenced by family to go into teaching
    Pt. 5 - not from teacher family or influenced by them

419 General vs. specific teaching
    Pt. 1 - general, general education, etc.
    Pt. 5 - specialized fields teacher, is specialized, subject matter, etc.

420 Subjects taught or interested in
    Pt. 1 - physical education, manipulative skills
    Pt. 2 - art, music, drama
    Pt. 3 - social science, commerce, business
    Pt. 4 - physical science, agriculture, biological science

421 Size of school system
    Pt. 1 - large
    Pt. 5 - small

REACTIONS OF OTHERS TO TEACHERS

501 Appreciated by others
    Pt. 1 - appreciated by others

502 Looked up to
    Pt. 1 - looked up to, admired, respected

503 Socially acceptable
    Pt. 1 - is socially acceptable

504 Well liked, popular
    Pt. 1 - well liked, popular

DIMENSION 4: END-STATES AND OTHER NON-SOCIAL TARGETS

Distinction is made in the code between the action of the teacher towards an end-state or other non-social object and the action of another person or social target towards the same end-state. In the latter case, code numbers of 50 or greater are used; in the former, less than 50. Code categories are given below. Coding rules follow.

Teacher Use Code No.	Target Use Code No.
Activities	
00	50 - Illicit (deviancy)
01	51 - Task, subject matter, knowledge, facts, text, job, principles, information
02	52 - Participative non-task; games, fun, play, sports, eating
03	53 - Audiential non-task, meetings, programs, conferences, parade, concert, band performance
Atmospheres	
04	54 - Physical conditions, heat, light, ventilation, weather, acoustics, crowded space, neat room, clean grounds
05	55 - Order, discipline, lack of confusion, control
06	56 - Quiet, silence
07	57 - Support, well-being, sympathy, comfort
08	58 - Conducive to learning or education, educ. needs
Goals	
09	59 - Participation, remains, joins in, cooperation, keep busy
10	60 - Autonomy, initiates, chooses, suggests, leads
11	61 - Social relations, gets along with, forms groups
12	62 - Achievement, solves problems, attempts, practices, problems, efforts, errors, mistake, progress
13	63 - Sportsmanship, fair play, tolerance
14	64 - Rules, regulations, duties, obedience, standards, responsibility
15	65 - Education, learning, curiosity, interests, understanding, development, growth
16	66 - Enjoyment, pleasure

17	67 - Citizenship, school spirit, team spirit, school probs.
18	68 - Reactions, conduct, behavior, actions
19	69 - Health, good habits in general, injuries
20	70 - Needs, safety, welfare

Parts of the Body

21	71 - Body, parts of the physical body, clothing

Settings, alternate

22	72 - Office, principal's office
23	73 - Teachers' lounge
24	74 - Playground, outside, the grounds, sch. prop.
25	75 - Restroom, lavatory, bathroom
26	76 - Classrooms
27	77 - Halls
28	78 - "Hidden", behind the school, off somewhere, the janitor's room, the boiler room, in the background
29	79 - Home

Small Manipulables

30	80 - Materials, equipment, "something", supplies
31	81 - Instruments (musical, artistic, laboratory, pitch pipe)
32	82 - References, resources, catalogues, cards (library)
33	83 - Books, novels, magazines, articles, pictures, shelves
34	84 - Good books, good art, good music, good mats., new—interesting
35	85 - Written matter, lesson plans, agenda, lists, file records, reports, grade cards, roll
36	86 - Assignments, homework, work, tests, papers, pupil productions, book reports
37	87 - Tickets, money, programs, playbills
38	88 - Food and drink (non-alcohol), coke, candy, lunch, etc. gum, coffee
39	89 - Cigarettes, smoke, alcohol, a drink
40	90 - Pencils, chalk, pens

41	91 - Furniture, chairs, desk, table, seats
42	92 - Personal artifacts, keys, pipes, purse
43	93 - Personal productions, letters, non-school related materials, "other things"
44	94 - Trash, litter, wastebaskets
45	95 - Audio-visual aids, movies, phonograph, TV, radio
46	96 - Eating, plates, trays
47	97 - Clock, "time"
48	98 - Blackboard, bulletin board

Rules for Dimension 4

1. Dimension 4 categories will be coded as the object of teacher behavior by themselves and in the presence of a social object (Dimension 5). For example, in the response, "I like the teacher to insist that the students have high standards of learning", "high standards," etc. is Dimension 4 in conjunction with "the students" which is Dimension 5. Were the response simply, "I like the teacher to insist on high standards of learning", "high standards", etc., would be coded in Dimension 4 as the only object of teacher behavior.

2. If a response should include two categories in Dimension 4, it is coded as two separate responses if the Dimension 1 category of teacher behavior can logically take both categories as object. For instance, in the response, "I like the teacher to insist on the students doing their homework so that they have high standards of learning", "doing their homework" (Dimension 4) is coded as one response and "high standards", etc., is coded as another response following the teacher behavior,"insist".

3. If a response should include two categories in Dimension 4 which cannot both logically be the object of the teacher's expressed behavior, the one which expresses the higher order of abstraction is coded. For example, "I like the teacher to supervise the pupils' games so that they develop good sportsmanship", the idea of developing good sportsmanship is a higher level of abstraction than supervising games and is therefore the Dimension 4 category coded.

DIMENSION 5: SOCIAL TARGET

Dimension 5 is a two-column field dealing with the social others to whom a teacher is directing behavior or who form the background against which the teacher is reacting. Distinction is made between single individuals and groups of individuals. In the former case, code numbers given are less than 50; in the latter, 50 or greater. Code categories are given below. Coding rules follow.

Single Persons	Groups of Persons	
XX	XX	- Response not coded for social target
Non-Pupils		
00	50	- Adults, unspecified; "people" - ex-students
01	51	- Teachers, unspecified
02	52	- A specific type of teacher (gym, coach, music, art, visiting teacher, official)
03	53	- Principal or other school administrators
04	54	- Guidance, counseling, medical personnel, nurses
05	55	- Board members
06	56	- Parents
07	57	- Dogs
08	58	- Custodian - cafeteria employees
09	59	- Librarian
Pupils		
10	60	- Pupils, unspecified; all kids, children, students, whole group
11	61	- Boys
12	62	- Girls
13	63	- Deviants (in general)
14	64	- Non-deviants (in general)
15	65	- Bullies
16	66	- One who is picked on
17	67	- One who needs assistance
18	68	- One who is self-sufficient
19	69	- A large pupil

20 70 - A small pupil

21 71 - An experienced pupil

22 72 - An inexperienced pupil

23 73 - An advanced pupil (mental ability)

24 74 - A retarded pupil (mental ability)

25 75 - A physically skilled pupil - in gym

26 76 - A physically unskilled pupil - in gym

27 77 - A physically handicapped pupil

28 78 - A physically normal pupil

29 79 - An old (or older) pupil

30 80 - A young (or younger) pupil

31 81 - A participant

32 82 - A non-participant

33 83 - A popular pupil

34 84 - A social isolate

35 85 - A talented pupil (specific talents, music, art, etc.)

36 86 - An untalented pupil

37 87 - A shy, bashful pupil

38 88 - An out-going, aggressive pupil

39 89 - Teacher's own group - home room group

40 90 - No code category listed for this number

41 91 - A sub-group, clique, age group, ability group

42 92 - Team

43 93 - Teacher's Pet

Coding Rules

1. Codes of 02 and 52 are made for specific groups of other teachers with whom the subject is in interaction. Sub-positional distinctions applying to the subject are not coded in Dimension 5, but rather in Dimension 6.

DIMENSION 6: TEACHER SUB-POSITION

Dimension 6 is a single column field which specifies when the respondent has indicated that the response being given applies to a specific sub-category of teachers. Included are both advertent and inadvertent indications of sub-position. The former are most likely when the respondent gives, "the coach will . . ." and the like. The latter are mostly inadvertent sex responses in the use of pronouns. Code categories follow.

x - No teacher sub-position specified in the response

1 - Women teachers (she)

2 - Men teachers (he)

3 - Art, music, speech, drama instructors

4 - Elementary teachers

5 - Coaches, gym or physical education teachers

6 - Chairmen or actors

7 - Officials, referees, scorekeepers, timers

8 - Ticket takers, cleaners up, functionaries

9 - Teacher in charge

0 - Secondary teachers

ROLE STUDY--TEACHER TRAITS

General Instructions:

This code will be applicable for responses to questions from two different forms:

(1) Form II from the Role Study (Appendix C_2).
(2) Form V from the Backgrounds Study (Appendix B_5)

The code is uni-dimensional. Each response is also presumed to be uni-dimensional. Where appropriate, multi-dimensional responses are broken into two or more differentiated responses. For instance, in the response, "I like teachers to be chaste and pure," "purity" and "chastity" are to be taken to be two separate responses. Where two teacher qualities are made interdependent, however, as in the responses, "...calmly competent," the dominant response characteristic alone is to be coded, in this case, "competency."

Categories for coding are to be chosen from a single list consisting of six, independent sections. The six sections involved are identical with the lists used in Dimensions 1, 2 and 3 in Appendix E_5. It will be observed that in the earlier code (E5), all categories given in Dimensions 1, 2, or 3 are numbered independently according to the following scheme:

001 - 099	-	Action Frameworks
101 - 199	-	Manner Frameworks
201 - 299	-	Imputed Cognitive Structures
301 - 399	-	Features
401 - 499	-	Backgrounds
501 - 599	-	Reactions of Others

In the present code, all listed items are considered as mutually exclusive of one another rather than multi-dimensional aspects of the same response. Thus, for any unitary response, only one teacher "trait" (corresponding to a "frozen" pattern of action, manner, imputed cognitive structure, etc.) will be coded.

Traits formed from imputed cognitive structures are generally given together with behavioral traits to give content to a response. In such cases, the behavioral trait (whether action or manner) is coded and the imputed cognitive structure is ignored. Imputed cognitive structures are coded only when given alone. In all other cases, code the "dominant response characteristic."

All responses are to be coded in terms of a point-distribution where appropriate. The majority of these scales are based on the following model:

Point 1 - positive (presence)
Point 2 - qualified positive (qualified presence)
Point 3 - mid-point
Point 4 - qualified negative (qualified absence)
Point 5 - negative (absence)

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*See Appendix C_2..

When this model is used for the scale, only the framework will be discussed in the code; i.e., only points one, or one and five will be specified. Point five will refer to both antonyms and negative synonyms. However, in some cases, the scales are qualitative only in nature. That is, they simply refer to different content categories. In such cases, the "content" for each of the five points will be specified in the code. A code of "-" (punched "X") will be given in those few cases in which the respondent gives only the framework and does not specify a point within that framework.

The following general rules should be followed in the coding of these materials:

1. Multiple responses given within the framework of a single answer are to be handled as separate responses and coded separately. Example: In the response, "I like teachers who are kind and helpful," both "kind" and "helpful" would be coded individually as two separate responses.

2. Any responses which cannot be read or interpreted, as well as those which are not answers to the question will be crossed out and not coded.

3. Coding will be done directly on the questionnaire forms, above and to the right of the responses.

4. The code, "X" (missing data), is to be used only for the point distribution column where it is impossible to ascertain the meaning intended.

5. Response or answer number to each question is to be coded. This will refer to the specific sequence of the response rather than to the blank number.

6. The respondent numbers for the Background Study questionnaires are to be coded in columns 4-6 with column 7 left blank. For all Final Study questionnaires, respondent numbers will be coded in columns 4-7.

7. The form number and question number will be identified and coded on each page prior to punching.

Column Number	Information to be coded	Code
1 - 3	IBM Deck Number	[220] (008)*
[4 - 7] (4 - 6)*	Respondent Number	[0001 - 9999] (001 - 999)*
[8] (7)* - 10	Blank	

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*Numbers in parentheses refer to codes for Form V of the Backgrounds Study, Appendix B_5. Numbers in brackets to Form II of the Role Study, Appendix C_2. Unmarked numbers are common to both.

Column Number	Information to be coded	Code
11	Form Number	1 - Background questionnaire on Teacher Types 2 - Form Two-A 3 - Form Two-B
12	Question Number	1 - Question One on Background questionnaire 2 - Question Two on Background questionnaire 3 - Question Three on Background questionnaire 4 - Question Four on Background questionnaire 5 - "Likes" on Two-A or Two-B 6 - "Dislikes" on Two-A or Two-B 7 - Question Two (Expectations) on Two-A or Two-B
13 - 14	Response Number	1 - N
15 - 17	Blank	
18 - 20	Features, etc.	001 - 599
21	Points	1 - 5

For item lists, see Dimensions 1, 2, and 3 of Appendix E_5.

ROLE STUDY--MOTIVATIONS FOR TEACHING

Col. #	Categories	Sample Responses	
	I. PRACTICAL		
	A. Material Benefits		
	1. Monetary Rewards	"Practical way of earning a living." "The pay is good." Retirement Program." "The pay is low." "Adequate (respectable) living standard."	1
	2. Advancement	"Chance to advance."	2
	3. Leisure Time (to do things)	"Hours are good." "Summer vations." "Too much outside time required."	3
	4. Working Conditions (physical)	"Surroundings are pleasant." "Unable to get needed materials, equipment." "Too large classes." (in relation to space)	4
	5. Working Conditions (mental, emotional)	"Always New." "Routine." "Not enough time to teach all the subjects." "Nervous strain." ("Nerve-wracking.") "Too much pressure." (Too many tasks) "Hard work." (Fatigue) "Heavy responsibility." "Always on your mind." "Discouragement."	5
	B. Prestige, Status	"Respected by community." "A profession of high standards." "Nice (high type, intellectual) associates." "Proud of profession." "Stay young."	6
	C. Security	"Assurance of a job." "Only trained for one job."	7
	D. Accidents	"Attended a teacher's college." "Took H.S. teacher-training course." "Had to work after 60 hours of training." "Teaching job offered (when needed)."	8
	II. PERSONAL		
	A. Undifferentiated	"Enjoyed (Teaching), felt challenged, rewarded, worthwhile, satisfied, interested, happy, never dull." (No further explanation)	21
	B. Personal Traits Affecting	"Timidity." "Youthfulness (of teacher)." "Self-assurance," "inexperience," "getting used to routine," "learning how to take people." "Abilities, talents."	22

Col. #	Categories	Sample Responses	
	C. Early Influences	"Mother was a teacher." "Third grade (or H.S., college) teacher encouraged."	23
	D. Personal Destiny	"Always wanted to teache." "Never considered any other profession." "Felt called to teach."	24
	E. Intellectual Rewards		
	1. Subject Matter Interests	"Interested in history. Teaching would give opportunity to develop interest."	25
	2. General Knowledge (Learing) Interests	"Chance to learn." "Loved books, school." "Chance to improve intellectually." "Talents or abilities used (or not used.)" "Continuation of schooling required."	26
	3. Training, Theory	"Chance to use training, new methods." "Training (theory) not realistic (practical, applicable) "Felt inadequate."	27
	F. Interest in Children, People	"Wanted to work with people." "Loved children." (Or, negatively, "do not...") "Work with youth." "Associations." "Better understanding of (own) children."	28
	G. Response from Children, People	"Felt they liked me." "Motivation of students." "Apathetic (uncooperative uninterested) people, parents, students." "Discipline (necessity for)."	29
	H. Dependency Needs	"Always someone to turn to." "Other teachers helpful." "Lack of organized curriculum."	30
	I. Needs for Independence	"Creativity." "Chance to work independencly." "Own boss." "Chance to be yourself." "Bossiness (of principal)." "Social pressures." "Personal freedom." "Demands of parents (community)." "Close supervision." "Tasks required outside of teaching." (record-keeping, meetings, etc.) "Expected to be a model."	31

Col. #	Categories	Sample Responses	
	III. IDEALISTIC		
	A. Crusader	"Serve mankind." "Influence for good." "Improve educational standards." "Fill need of community."	41
	B. Educator	"Help children." (Guide, mold, develop) "Build citizens." "See growth of children (through adjustment, effective personalities, etc.)	42
		Yes	43
		No	44
		Uncertain	45
		No data	
	IV. AREAS OF COMPETENCE		
	A. Curriculum		51
	Language arts (reading, writing, spelling, foreign languages, English)		
	Social sciences (history, citizenship, social studies)		
	Physical and biological sciences (general science, nature)		
	Expressive areas (art, music, drama)		
	Skill areas (commercial arts, industrial arts, phys. ed., shop, typing, bookkeeping, shorthand, home economics, business, agriculture)		
	Math (arithmatic)		
	B. Function		52
	(guidance, teaching, administration, supervision, counseling, coaching, helping slow learners)		
	C. Grade level		53
	(Pre-school, kindergarten, Jr./Sr. high, elementary, intermediate, or specific grades such as 2nd.)		

APPENDIX F

TABLE F.1
PILOT STUDY—REACTION TO TEACHERS VERSUS SEX

Reaction	Male	Female	Total
Dislike Slightly	2		2
Neutral	5	14	19
Like Slightly	6	10	16
Like Quite A Bit	15	51	66
No Answer	1		1
Total	29	75	104

TABLE F.2
PILOT STUDY—VOCATIONAL GOAL VERSUS REACTION TO TEACHERS

Vocational Goal	Dislike Slightly	Neutral	Like Slightly	Like Quite A Bit	No Reaction	Total
Business Career	1		2			3
Dental Assistant or Technician		2	5	6		13
Doctor			1			1
Nurse			1			1
Psychologist		2				2
Teacher, Non-Specific		6	2	33		41
Teacher, Elementary			1	3		4
Teacher, Secondary		1		3		4
Teacher, College		1	1	2		4
Teacher, Exceptional Child				1		1
School Counselor		1		3		4
School Administrator			1			1
Secretary		1				1
Salesman		1				1
Homemaker				1		1
Social Worker		1	1	3		5
Therapists (Recreational)				1		1
No Goal	1	3	1	10	1	16
Totals	2	19	16	66	1	104

TABLE F.3
PILOT STUDY—PRESENT VOCATION VERSUS REACTION TO TEACHERS

Present Vocation	Dislike Slightly	Neutral	Like Slightly	Like Quite A Bit	No Reaction	Total
Student	2	8	12	19	1	42
Teacher, Elementary				3		3
Teacher, Secondary		1	1			2
Teacher, College				2		2
Teacher, Non-Specific		7	1	29		37
Housewife				3		3
Social Worker				1		1
Farm Manager		1				1
Locomotive Fireman				1		1
Secretary		1				1
No Vocation		1	2	8		11
Totals	2	19	16	66	1	104

TABLE F.4
PILOT STUDY—FATHER'S OCCUPATION VERSUS REACTION TO TEACHERS

Father's Occupation	Dislike Slightly	Neutral	Like Slightly	Like Quite A Bit	No Reaction	Total
Top Level White Collar (MD, lawyer, etc.)		1	3	6		10
Second Level White Collar (Teachers, salesmen, etc)	1	6	3	17	1	28
Third Level White Collar (Clerical workers, etc.)		2	1	3		6
Skilled and Semi-Skilled Blue Collar (Craftsmen, foremen, etc.)	1	3	5	13		22
Laborers(Domestics, service workers,etc.)		1	1	4		6
Farmers			1	5		6
No Occupation		1				1
No Reaction		5	2	18		25
Totals	2	19	16	66	1	104

TABLE F.5
PILOT STUDY—AGE VERSUS REACTION TO TEACHERS

Age	Dislike Slightly	Neutral	Like Slightly	Like Quite A Bit	No Reaction	Total
18			2	2		4
19		3	3	5	1	12
20		2	1	3		6
21	2	2	5	4		13
22		1	1	6		8
23		1		5		6
25		1	1	5		7
T 27		1		1		2
28				3		3
29		1				1
30		1				1
31				2		2
32				1		1
33				1		1
34				1		1
35				2		2
36		1				1
37				1		1
38				1		1
40		1		2		3
41		1				1
43				2		2
44			1	1		2
47				1		1
48				1		1
50				3		3
51		1		1		2
54				1		1
55				1		1
57				1		1
59				1		1
No Age Given		2	2	8		12
Totals	2	19	16	66	1	104

TABLE F.6
PILOT STUDY—COLLEGE MAJOR VERSUS REACTION TO TEACHERS

College Major	Dislike Slightly	Neutral	Like Slightly	Like Quite A Bit	No Reaction	Total
Art		3		2		5
Biology			1	1		2
Chemistry		1	1			2
Economics					1	1
English		1	1	8		10
Spainish				2		2
Health and Physical Education				1		1
History and Government	1			2		3
Mathematics				1		1
Music		1	1	1		3
Psychology		1		6		7
Sociology			2	2		4
Business Administration		2		2		4
Metalurgical Eng.	1					1
Education		4	3	23		30
Social Service		1		4		5
Home Economics		1		3		4
Dental Hygiene		1	4	6		11
No Major		3	3	2		8
Totals	2	19	16	66	1	104

TABLE F.7

BACKGROUND STUDY--RESPONDENT POSITION VS. AGE

Position	10-19	20-29	30-39	40-49	50-59	60-69	70-79	No Answer	Total
Teachers	--	9	11	9	14	7	1	2	53
Parents	--	--	18	20	6	--	--	--	44
Pupils	41	--	--	--	--	--	--	--	41
Supervisors	--	1	1	2	6	1	--	--	11
Future Teachers	--	5	3	3	1	--	1	--	13
Board Members	--	--	4	8	5	1	1	--	19
Principals	--	2	7	9	4	5	--	1	28
Superintendents	--	1	1	8	4	--	--	--	14
Total	41	18	45	59	40	14	3	3	223

TABLE F.8

BACKGROUND STUDY--RESPONDENT POSITION VS. SEX

Position	Male	Female	Total
Teachers	8	45	53
Parents	18	26	44
Pupils	17	24	41
Supervisors	1	10	11
Future Teachers	4	9	13
Board Members	16	3	19
Principals	18	10	28
Superintendents	12	2	14
Total	94	129	223

TABLE F.9

BACKGROUND STUDY--RESPONDENT POSITION VS. RESIDENCE AREA LIVED IN LONGEST

Position	Kansas City Area	Missouri	Kansas	United States	Outside U. S. A.	Various Places	Total
Teachers	19	9	5	3	1	16	53
Parents	23	3	3	10	--	5	44
Pupils	34	1	1	3	1	1	41
Supervisors	6	2	2	--	--	1	11
Future Teachers	4	2	2	3	--	2	13
Board Members	18	--	--	--	--	1	19
Principals	14	6	3	1	--	4	28
Superintendents	6	5	1	--	--	2	14
Total	124	28	17	20	2	32	223

TABLE F.10

BACKGROUND STUDY--RESPONDENT POSITION VS. TYPE OF COMMUNITY LIVED IN LONGEST

Position	Rural	Small City	Medium City	Metro-politan	No Answer	Total
Teachers	6	8	--	20	19	53
Parents	4	6	1	25	8	44
Pupils	--	2	1	34	4	41
Supervisors	1	3	--	6	1	11
Future Teachers	2	2	2	4	3	13
Board Members	--	--	--	18	1	19
Principals	6	4	--	14	4	28
Superintendents	2	4	--	6	2	14
Total	21	29	4	127	41	223

TABLE F.11

BACKGROUND STUDY--ETHNIC BACKGROUND VS. RESPONDENT POSITION

Position	Teachers	Parents	Pupils	Supervisors	Future Teachers	Board Members	Principals	Superintendents	Total
Unknown	5	9	10	--	1	6	3	2	35
Germany	5	4	4	2	2	1	1	1	20
France	2	2	1	--	--	--	--	1	6
England	6	3	2	2	4	2	5	4	28
Ireland	3	--	--	--	--	--	2	1	6
Scotland	--	1	1	2	--	--	1	2	7
Finland	--	--	--	--	--	--	--	1	1
Sweden	1	--	--	--	--	--	1	--	2
Africa	--	1	--	--	--	--	1	--	2
Wales	--	--	1	--	--	--	--	--	1
Denmark	--	1	--	--	--	--	--	--	1
Canada	--	--	--	--	--	--	1	--	1
Mixed: Br. Isles only	12	4	4	1	2	1	1	--	25
Mixed: West. Eur. only	4	--	--	--	--	--	1	--	5
Mixed: Br. I/W. Eur.	11	12	10	2	3	4	6	1	49
Mixed: Other comb.	1	2	2	1	--	--	--	1	7
No Answer	3	5	6	1	1	5	5	--	26
Total	53	44	41	11	13	19	28	14	223

TABLE F.12

BACKGROUND STUDY--EDUCATION VS. RESPONDENT POSITION

Years	Teachers	Parents	Pupils	Super-visors	Future Teachers	Board Members	Prin-cipals	Superin-tendents	Total
5	--	--	1	--	--	--	--	--	1
6	--	1	22	--	--	--	--	--	23
7	--	--	8	--	--	--	--	--	8
8	--	3	5	--	--	2	--	--	10
9	--	2	5	--	--	1	--	--	8
10	--	3	--	--	--	--	--	--	3
11	--	4	--	--	--	1	--	--	5
12	--	17	--	--	--	2	--	--	19
13	--	5	--	--	--	2	--	--	7
14	--	--	--	--	--	2	--	--	2
15	3	1	--	--	--	--	--	--	4
16	24	6	--	1	5	4	--	--	40
17	17	--	--	2	3	1	11	3	37
18	7	1	--	4	5	1	9	4	31
19	--	1	--	2	--	--	5	5	13
20	1	--	--	2	--	1	--	1	5
21	1	--	--	--	--	1	3	1	6
No Ans.	--	--	--	--	--	1	--	--	1
Total	53	44	41	11	13	19	28	14	223

TABLE F.13

BACKGROUND STUDY--RESPONDENT POSITION VS. CHURCH DENOMINATION

	Christian Science; Unity	Roman Catholic	Jewish	Episcopalian; Lutheran	Methodist, Congre.; Presby; Christian	Unitarian; Friends (Quakers)	Orthodox	Latter Day Saints	Baptist	Other Sects	No Answer	Total
Teachers	--	2	1	4	27	--	--	2	9	4	4	53
Parents	2	--	--	2	23	1	--	1	7	3	5	44
Pupils	1	--	--	1	23	--	--	1	5	4	6	41
Supervisors	--	--	--	--	8	--	--	--	2	1	--	11
Future Teachers	--	1	--	--	10	--	--	--	1	1	--	13
Board Members	--	--	--	1	12	--	--	1	2	--	3	19
Principals	1	1	--	4	14	--	--	--	4	2	2	28
Superintendents	--	--	--	--	11	1	--	--	1	--	1	14
Total	4	4	1	12	128	2	--	5	31	15	21	223

TABLE F.14

BACKGROUND STUDY--RESPONDENT POSITION VS. CHURCH AFFILIATION

Position	No Affil-iation	Affiliated	Membership	No Answer	Total
Teachers	3	3	46	1	53
Parents	3	7	31	3	44
Pupils	5	9	26	1	41
Supervisors	--	2	9	--	11
Future Teachers	--	1	12	--	13
Board Members	3	1	14	--	19
Principals	--	1	27	1	28
Superintendents	--	--	14	--	14
Total	14	24	179	6	223

TABLE F.15

BACKGROUND STUDY--RESPONDENT POSITION VS. FREQUENCY OF CHURCH ATTENDANCE

Position	Do Not Attend	Infre- quently	Often	Every Week	No Answer	Total
Teachers	--	4	19	26	4	53
Parents	1	14	10	16	3	44
Pupils	1	3	13	20	4	41
Supervisors	--	1	4	6	--	11
Future Teachers	--	3	4	6	--	13
Board Members	--	4	9	3	3	19
Principals	--	7	11	10	--	28
Superintendents	--	--	10	4	--	14
Total	2	36	80	91	14	223

TABLE F.16

BACKGROUND STUDY--RESPONDENT POSITION VS. MARITAL STATUS

	Never Married	Married; Together	Sepa- rated	Divorced	Widow	Total
Teachers	10	29	--	8	6	53
Parents	--	44	--	--	--	44
Pupils	--	40	--	--	1	41
Supervisors	8	3	--	--	--	11
Future Teachers	1	10	--	1	1	13
Board Members	--	19	--	--	--	19
Principals	4	20	--	1	3	28
Superintendents	1	13	--	--	--	14
Total	24	178	0	10	11	223

TABLE F.17

BACKGROUND STUDY--RESPONDENT POSITION VS. OCCUPATION OF MAIN WAGE EARNER

Position	Professional; Technical	Farmers; Farm Managers	Clerical	Sales Workers	Craftsmen; foremen	Operatives	Service workers	Farm laborers; Foremen	Managers; Officials; Propietors	No Answer	Total
Teachers	44	2	1	--	4	--	--	--	2	--	53
Parents	5	1	7	--	14	5	--	1	10	1	44
Pupils	5	1	7	--	13	5	--	1	8	1	41
Supervisors	11	--	--	--	--	--	--	--	--	--	11
Future Teachers	9	--	1	1	2	--	--	--	--	--	13
Board Members	5	6	1	--	2	--	--	1	2	2	19
Principals	28	--	--	--	--	--	--	--	--	--	28
Superintendents	13	--	--	1	--	--	--	--	--	--	14
Total	120	10	17	2	35	10	0	3	22	4	223

TABLE F.18

BACKGROUND STUDY--RESPONDENT POSITION VS. SOCIAL STATUS OF MAIN WAGE EARNER

Position	Top-level White Collar	2nd-level White Collar	3rd-level White Collar	Skilled, Semi-sk. Blue Collar	Laborers	Farmers	No Answer	Total
Teachers	--	46	1	4	--	2	--	53
Parents	--	12	9	20	1	1	1	44
Pupils	--	11	8	19	1	1	1	41
Supervisors	--	11	--	--	--	--	--	11
Future Teachers	--	9	2	2	--	--	--	13
Board Members	4	3	2	1	1	6	2	19
Principals	--	28	--	--	--	--	--	28
Superintendents	--	14	--	--	--	--	--	14
Total	4	134	22	46	3	10	4	223

TABLE F.19

BACKGROUND STUDY--RESPONDENT POSITION VS. PROPERTY OWNERSHIP

Position	None	Own Home	Additional Property	No Answer	Total
Teachers	23	17	12	1	53
Parents	4	26	14	--	44
Pupils	4	22	14	1	41
Supervisors	4	3	4	--	11
Future Teachers	1	8	4	--	13
Board Members	--	4	12	3	19
Principals	2	15	11	--	28
Superintendents	--	13	1	--	14
Total	38	108	72	5	223

TABLE F.20

BACKGROUND STUDY--RESPONDENT POSITION VS. NUMBER OF PUPILS IN FAMILY

	0	1	2	3	4	5	No Answer	Total
Teachers	37	10	3	1	--	--	2	53
Parents	--	17	14	9	3	1	--	44
Pupils	13	15	9	3	1	--	--	41
Supervisors	7	1	--	--	--	--	3	11
Future Teachers	10	2	1	--	--	--	--	13
Board Members	7	3	6	2	--	--	1	19
Principals	15	8	2	1	--	--	2	28
Superintendents	8	1	3	2	--	--	--	14
Total	97	57	38	18	4	1	8	223

TABLE F.21

BACKGROUND STUDY--RESPONDENT POSITION VS. NUMBER OF SCHOOL PERSONNEL IN FAMILY

	0	1	2	No Answer	Total
Teachers	40	10	1	2	53
Parents	43	1	--	--	44
Pupils	39	2	--	--	41
Supervisors	7	1	--	3	11
Future Teachers	9	4	--	--	13
Board Members	14	4	--	1	19
Principals	19	5	2	2	28
Superintendents	11	3	--	--	14
Total	182	30	3	8	223

TABLE F.22

ROLE STUDY--AGE VERSUS POSITION OF RESPONDENTS

Age (in years)	Teachers	Parents	Pupils	Superv.	Bd. Membs.	Princip.	Superin.	Students (by Academic Objective)			Total
								Teaching	Non-Teach.	No Obj.	
10-14	--	--	194	--	--	--	--	--	--	--	194
15-19	--	--	41	--	--	--	--	7	20	16	84
20-24	7	1	--	--	--	--	--	41	40	26	115
25-29	12	4	--	3	--	1	--	17	14	6	57
30-34	18	43	--	3	1	4	1	13	3	4	90
35-39	6	68	--	1	8	5	2	11	--	2	103
40-44	10	86	--	4	3	3	4	12	2	1	125
45-49	13	38	--	4	4	3	3	1	--	--	66
50-54	13	16	--	2	2	1	3	4	--	--	41
55-59	11	2	--	3	2	3	4	3	--	1	29
60-64	4	1	--	--	--	2	3	--	--	--	10
65-69	--	--	--	1	--	--	2	--	--	--	3
Sub-Total (giving age)	94	259	235	21	20	22	22	109	79	56	917
No Answer	4	2	2	1	--	1	--	--	--	--	10
Total	98	261	237	22	20	23	22	109	79	56	927

TABLE F.23

ROLE STUDY--RESPONDENT POSITION VERSUS SEX

Position	Male	Female	Total
Teachers	28	70	98
Parents	70	191	261
Pupils	115	122	237
Supervisors	11	11	22
Board Members	17	3	20
Principals	19	4	23
Superintendents	19	3	22
Students (by objective)			
Teaching	34	75	109
Non-Teaching	41	38	79
None Yet	30	26	56
Total Number	384	543	927

TABLE F.24

ROLE STUDY--RESPONDENT POSITION VERSUS RACE

Position	Negro	White	Ori-ental	Other	Sub-Total	No Answer	Total
Teachers	3	95	--	--	98	--	98
Parents	12	249	--	--	261	--	261
Pupils	12	224	--	1	237	--	237
Supervisors	--	21	--	--	21	1	22
Board Members	1	19	--	--	20	--	20
Principals	1	22	--	--	23	--	23
Superintendents	--	22	--	--	22	--	22
Students (by objective)							
Teaching	5	104	--	--	109	--	109
Non-Teaching	4	74	1	--	79	--	79
None Yet	2	54	--	--	56	--	56
Total Number	40	884	1	1	926	1	927

TABLE F.25

ROLE STUDY--EDUCATION VERSUS POSITION OF RESPONDENTS

Education (No. of years)	Teachers	Parents	Pupils	Superv.	Bd. Membs.	Princip.	Superin.	Students (by Academic Objective)			Total
								Teaching	Non-Teach.	No.Obj.	
5	--	--	2	--	--	--	--	--	--	--	2
6	--	1	108	--	--	--	--	--	--	--	109
7	--	3	46	--	--	--	--	--	--	--	49
8	--	12	26	--	--	--	--	--	--	--	38
9	--	8	16	--	1	--	--	--	--	--	25
10	--	16	11	--	--	--	--	--	--	--	27
11	--	15	15	--	1	--	--	--	--	--	31
12	--	103	13	--	7	--	--	--	1	2	125
13	--	28	--	--	2	--	--	3	14	16	63
14	--	31	--	--	1	--	1	8	19	12	72
15	1	11	--	--	1	--	--	42	18	10	83
16	40	24	--	2	5	--	--	49	27	15	162
17	33	2	--	6	--	11	7	6	--	1	66
18	16	2	--	10	1	5	9	1	--		44
19	4	1	--	2	--	3	3	--	--		13
20	1	1	--	1	1	1	2	--	--		7
21	3	1	--	1	--	3	--	--	--		8
Sub-total giving Education	98	259	237	22	20	23	22	109	79	56	925
No Answer		2									2
Total	98	261	237	22	20	23	22	109	79	56	927

TABLE F.26

ROLE STUDY--RESPONDENT POSITION VERSUS CHURCH AFFILIATION

Position	None	Roman Catholic	Jewish	Episcopalian and Lutheran	Methodist, Congre. Presby. & Christian	Unitarian, Friends (Quak.), Community	Eastern, Greek and Russian Orthodox	Mormans (RLDS)	Baptist	Mennonites, Brethren, Evangelical, etc.	Sub-total	No answer	Total
Teachers	2	5	--	6	51	--	1	5	16	4	90	8	98
Parents	8	16	6	16	116	1	--	8	61	20	252	9	261
Pupils	6	13	5	15	107	4	--	7	49	24	230	7	237
Supervisors	1	2	--	2	11	1	--	1	1	1	20	2	22
Board Members	2	--	--	2	11	1	--	--	3	--	19	1	20
Principals	--	--	--	1	17	1	--	--	4	--	23	--	23
Superintendents	2	--	--	--	17	--	--	--	2	--	21	1	22
Students (by objective)													
Teaching	6	12	9	11	39	1	1	1	14	5	99	10	109
Non-Teaching	6	9	6	5	30	--	--	--	13	4	73	6	79
None Yet	9	8	2	3	13	2	--	--	11	--	48	8	56
Total Number	42	65	28	61	412	11	2	22	174	58	875	52	927

TABLE F.27

ROLE STUDY--RESPONDENT POSITION VERSUS CHURCH ATTENDANCE

Position	Do Not Attend	Rarely	Often	Every Week	Sub-Total	No Answer	Total
Teachers	3	8	36	50	97	1	98
Parents	7	53	87	108	255	6	261
Pupils	7	22	80	125	234	3	237
Supervisors	1	4	7	10	22	--	22
Board Members	--	4	3	12	19	1	20
Principals	--	5	6	11	22	1	23
Superintendents	--	4	10	8	22	--	22
Students (by objective) Teaching	8	27	34	39	108	1	109
Non-Teaching	8	21	27	23	79	--	79
None Yet	7	18	13	15	53	3	56
Total Number	41	166	303	401	911	16	927

TABLE F.28

ROLE STUDY--RESPONDENT POSITION VERSUS MARITAL STATUS

Position	Single	Married	Separated	Divorced	Widowed	Sub-total	No Answer	Total
Teachers	23	56	2	7	9	97	1	98
Parents	--	241	1	9	8	259	2	261
*Pupils	--	211	2	7	9	229	8	237
Supervisors	6	16	--	--	--	22	--	22
Board Members	--	20	--	--	--	20	--	20
Principals	2	19	--	1	1	23	--	23
Superintendents	3	18	1	--	--	22	--	22
Students (by objective)								
Teaching	41	65	1	1	--	108	1	109
Non-Teaching	41	34	1	1	1	78	1	79
None Yet	27	22	2	3	--	54	2	56
Total Number	143	702	10	29	28	912	15	927

*Information given is for parents.

TABLE F.29

ROLE STUDY--RESPONDENT POSITION VERSUS OCCUPATION

Position	Professional, Technical, etc.	Farmers, farm managers	Clerical, etc.	Sales workers	Craftsmen, foremen, etc.	Operatives, etc.	Service workers, private household workers	Farm laborers & foremen	Managers, officials & Proprietors	Sub-total	No Answer	Total
Teachers	75	3	2	1	2	3	3	--	6	95	3	98
Parents	30	2	25	25	37	50	24	1	59	253	8	261
Pupils	30	2	25	23	26	45	22	1	49	223	14	237
Supervisors	19	--	--	1	--	--	--	--	2	22	--	22
Board Members	2	3	1	--	2	2	1	--	9	20	--	20
Principals	23	--	--	--	--	--	--	--	--	23	--	23
Superintendents	22	--	--	--	--	--	--	--	--	22	--	22
Students (by objective)												
Teaching	29	--	12	8	6	14	9	--	21	99	10	109
Non-Teaching	15	2	13	5	4	7	7	--	16	69	10	79
None Yet	13	--	5	6	5	2	4	--	15	50	6	56
Total Number	258	12	83	69	82	123	70	2	177	876	51	927

TABLE F.30

ROLE STUDY--RESPONDENT POSITION VERSUS IDENTIFIED SOCIAL CLASS

Position	Upper Class	Upper Middle Class	Lower Middle Class	Working Class	Lower Class	Sub-Total	No Answer	Total
Teachers	2	65	21	8	--	96	2	98
Parents	4	109	56	80	--	249	12	261
Pupils	9	114	47	51	2	223	14	237
Supervisors	--	15	5	1	--	21	1	22
Board Members	1	12	4	3	--	20	--	20
Principals	1	17	4	--	--	22	1	23
Superintendents	1	17	4	--	--	22	--	22
Students (by objective)								
Teaching	--	50	42	13	--	105	4	109
Non-Teaching	2	34	32	10	--	78	1	79
None Yet	--	24	23	8	--	55	1	56
Total Number	20	457	238	174	2	891	36	927

TABLE F.31

ROLE STUDY--RESPONDENT POSITION VERSUS COMMUNITY TYPE

Position	Rural	Sub-burban	Urban	Small City	Total	Not Applicable
Teachers	9	31	46	12	98	
Parents	26	91	116	28	261	
Pupils	24	80	106	27	237	
Supervisors	1	5	12	4	22	
Board Members	9	6	2	3	20	
Principals	5	7	8	3	23	
Superintendents	2	9	8	3	22	
Students (by objective) Teaching						9
Non-Teaching						79
None Yet						56
Total Number	76	229	298	80	683	44

TABLE F.32

ROLE STUDY--RESPONDENT POSITION VERSUS LEVEL OF SCHOOL

Position	Elementary	Junior High	Senior High	Total	Not Applicable
Teachers	67	9	22	98	
Parents	174	23	64	261	
Pupils	161	21	55	237	
Supervisors					22
Board Members					20
Principals	17		5	22	1
Superintendents					22
Students (by objective)					
Teaching					109
Non-Teaching					79
None Yet					56
Total Number	419	53	146	618	309

TABLE F.33

ROLE STUDY--RESPONDENT POSITION VERSUS NUMBER OF TEACHERS

Position	1-5	6-10	11-20	21-50	51+	Total	Not Applicable
Teachers	4	11	30	47	6	98	
Parents	6	32	60	141	22	261	
Pupils	6	29	59	123	20	237	
Supervisors							22
Board Members							20
Principals	1	2	6	12	1	22	1
Superintendents							22
Students (by objective)							
Teaching							109
Non-Teaching							79
None Yet							56
Total Number	17	74	155	323	49	618	309

TABLE F.34

ROLE STUDY--RESPONDENT POSITION VERSUS NUMBER OF PUPILS

Position	1-50	51-125	126-300	301-500	501+	Total	Not Appli-cable
Teachers		5	6	19	68	98	
Parents		7	26	38	190	261	
Pupils	1	8	21	42	165	237	
Supervisors							22
Board Members							20
Principals		2	1	3	16	22	1
Superintendents							22
Students (by objective)							
Teaching							109
Non-Teaching							79
None Yet							56
Total Number	1	22	54	102	439	618	309

TABLE F.35

ROLE STUDY--RESPONDENT POSITION VERSUS PUPIL/TEACHER RATIO

	1-20.9	51-125	126-300	Total	Not Appli-cable
Teachers	13	55	30	98	
Parents	31	153	77	261	
Pupils	27	144	66	237	
Supervisors					22
Board Members					20
Principals	3	11	8	22	1
Superintendents					22
Students (by objective) Teaching					109
Non-Teaching					79
None Yet					56
Total Number	74	363	181	618	309